

# San José State University

Lurie College of Education, Department of Special Education

EDSE 221: Curriculum and Instruction for Young Children with Disabilities and Delays, Fall 2022

## Course and Contact Information

Instructor:	Andrea Golloher
Office Location:	SH 235
Email:	<a href="mailto:andrea.golloher@sjsu.edu">andrea.golloher@sjsu.edu</a> (preferred mode of contact)
Office Hours:	Wednesdays, 2:00-4:00 or by appointment
Class Days/Time:	Wednesdays, 4:00-6:45 (see schedule for meeting dates)
Classroom:	SH 414

## Course Description (from SJSU Catalog)

Examines the ways in which assessment and evaluation inform the development of curriculum and instruction for young children with disabilities. The focus will be on the use of embedded instruction within ongoing routines and activities to address motor, adaptive, cognitive, communication, and social skills development while attending to multicultural/linguistic considerations.

## Course Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings. Students will need access to a computer or tablet device with internet connectivity and video capability.

## Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) (https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) offered by SJSU. If campus is open, there are computer labs for student use available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\_resources).

## Course Goals and Knowledge Base

This course addresses the content and processes of intervention designs for preschoolers and kindergartners with special needs and their families. The design of activity-based, embedded interventions in general education curriculum along with collaborating with families in the development and implementation of IEPs are emphasized.

## Course Learning Outcomes: California Commission for Teacher Credentialing Teacher Performance Expectations

These course learning outcomes (CLOs) address the following [CCTC Teacher Performance Expectations \(TPEs\) for Early Childhood Special Education](#): 1.1 (P), 1.3(P), 1.7(I), 1.9(I), 1.10(I), 1.11(I), 2.3(P), 3.2(I), 3.3(P), 3.6(I), 3.7(P), 3.8(I), 3.9(P), 4.2(P), 4.3(P), 4.4(I), 4.8(I), 4.9(P), 4.10(P), 5.6(I), 6.10(I), 6.12(I), 6.13(I). Items marked with “I” are introduced in this course; those with a “P” are practiced, and those with “A” are assessed.

By the end of this course, students will be able to...

1. Use *Learning Foundations* or *California/Common Core State Standards* along with children’s individualized education programs (IEPs) to identify priority learning targets
2. Use assessment data and knowledge of child development, to inform standards-based IEP goal development that can be addressed in naturalistic learning environments
3. Develop effective learning environments for young children with disabilities
4. Demonstrate ability to embed priority learning targets within naturalistic learning environments (e.g., preschool and kindergarten classroom experiences).
5. Develop a monthly curriculum unit based on content standards (*Preschool Learning Foundations* and *California/Common Core State Standards*) with embedded individual learning goals.
6. Using knowledge of typical and atypical child development, including the development of children from culturally and linguistically diverse backgrounds, modify and adapt standards-based curriculum (in ECSE and kindergarten) to develop lesson plans that address young children’s learning needs in order to maximize learning.
7. Plan and implement complete learning opportunities within ongoing classroom activities
8. Develop practical progress-monitoring systems appropriate for student goals.
9. Develop as a professional in the field of early childhood special education.

## Required Texts/Readings

### For Purchase:

Sandall, S. R., Schwartz, I. S., Joseph, G. E., & Gauvreau, A. N. (2019). *Building blocks for teaching preschoolers with special needs* (3<sup>rd</sup> ed.). Brookes Publishing Co.

Allen, K. E., Cowdery, G. E. (2022). *The exceptional child: Inclusion in early childhood education* (9<sup>th</sup> ed.). Cengage.  
- 8TH EDITION IS ALSO ACCEPTABLE

### Access Online (links on Canvas):

Alberto, P. A., & Troutman, A. C. (2012). Chapter 4: Procedures for collecting data. In P. A. Alberto & A. C. Troutman (Eds.), *Applied behavior analysis for teachers* (pp. 66-105). Pearson.

[Bricker, D., Xie, H., & Bohjanen, S.](#) (2018). A history of EI/ECSE in the United States: A personal perspective. *Journal of Early Intervention, 40*, 121-137. <https://doi.org/10.1177/1053815118771392>

[Browder, D. M., Spooner, F., Ahlgrim-Dezell, L., Harris, A. A., & Wakeman, S.](#) (2008). A meta-analysis on teaching mathematics to students with significant cognitive disabilities. *Exceptional children, 74*(4), 407-432. <https://doi.org/10.1177%2F001440290807400401>

[Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-Dezell, L., & Algozzine, B.](#) (2006). Research on reading instruction for individuals with significant cognitive disabilities. *Exceptional children*, 72(4), 392-408. <https://doi.org/10.1177%2F001440290607200401>

[California Department of Education.](#) (2009). *California preschool learning foundations* (Vols. 1-3). Author. <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

[California Department of Education.](#) (2012). *The alignment of the California Preschool Learning Foundations with key early education resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework.* Sacramento, CA: CDE Press. <https://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf>

[Dalphonse, A.](#) (n.d.). Shaping and your child with autism [Blog post]. *Accessible ABA.* <https://accessibleaba.com/blog/shaping-and-your-child-with-autism>

[Division for Early Childhood.](#) (2014). *DEC recommended practices in early intervention/early childhood special education 2014.* <http://www.dec-sped.org/recommendedpractices>

[Friend, M., Cook, L., Hurley-Chamberlain, D. & Shamberger, C.](#) (2008). Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20(1), 9-27. <https://doi.org/10.1080/10474410903535380>

[Kroeger, K. A., & Sorensen-Burnworth, R.](#) (2009). Toilet training individuals with autism and other developmental disabilities: A critical review. *Research in Autism Spectrum Disorders*, 3(3), 607-618. <https://doi.org/10.1016/j.rasd.2009.01.005>

[Lonigan, C. J., & Shanahan, T.](#) (2009). *Developing early literacy: Report of the National Early Literacy Panel. Executive summary. A Scientific synthesis of early literacy development and implications for intervention.* National Institute for Literacy. <https://files.eric.ed.gov/fulltext/ED508381.pdf>

[National Professional Development Center on ASD.](#) (2015). *Step-by-step guide: Prompting (PP).* <https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/PP%20Step-by-Step.pdf>

- [Least to most response diagram:](#)  
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/PP%20Least%20to%20Most%20Diagram.pdf>
- [Graduated guidance response diagram:](#)  
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/PP%20Graduated%20Guidance%20Diagram.pdf>
- [Simultaneous prompting response diagram:](#)  
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/PP%20Simultaneous%20Prompting%20Diagram.pdf>

[National Professional Development Center on ASD.](#) (2015). *Step-by-step guide: Task analysis (TA).* <https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TA%20Step-by-Step.pdf>

[National Professional Development Center on ASD. \(2015\). \*Step-by-step guide: Time delay \(TD\)\*](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TD%20Step-by-Step.pdf).<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TD%20Step-by-Step.pdf>

[NC Early Learning Network \(2016\). Instructional practices for effective schedules and routines: Teacher/staff self-assessment checklist.](https://modules.ncln.fpg.unc.edu/node/8) <https://modules.ncln.fpg.unc.edu/node/8>

[Urbani, J. M. \(2020\). Dialogic reading: Implementing an evidence-based practice in complex classrooms. \*TEACHING Exceptional Children\*, 54\(6\), 392-402.](https://doi.org/10.1177%2F0040059920917694) <https://doi.org/10.1177%2F0040059920917694>

[U.S. Department of Education, Office of Special Education and Rehabilitative Services. \(2017, January 9\). \*Dear Colleague Letter\*.](https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf) <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>

[Vermandel, A., Van Kampen, M., Van Gorp, C., & Wyndaele, J. J. \(2008\). How to toilet train healthy children? A review of the literature. \*Neurourology and urodynamics\*, 27\(3\), 162-166.](https://doi.org/10.1002/nau.20490) <https://doi.org/10.1002/nau.20490>

### Course Requirements and Assignments

Assignment	Objectives	Points	Percent	TPEs	CLOs
Dispositions	<ul style="list-style-type: none"> <li>Demonstrate the dispositions of a reflective, culturally sustaining, collaborative, and ethical practitioner as described in the items of dispositions evaluation form relevant to this course (see Canvas)</li> </ul>	10 pts	5%	6.10	CLO 7
Teaching philosophy paragraphs	<ul style="list-style-type: none"> <li>Demonstrate ability to self-reflect and self-evaluate personal understanding of the role of teachers in ECSE</li> <li>Situate understanding of role of teachers within appropriate professional standards</li> </ul>	2*5pts= 10 pts	5%	6.10	CLO 7
Standards-based IEP goals and progress monitoring plan	<ul style="list-style-type: none"> <li>Use assessment data to develop standards-based IEP goals</li> <li>Write observable and measurable IEP goals</li> <li>Develop appropriate strategies to monitor progress on IEP goals</li> </ul>	20	10%	1.1, 1.7, 4.8, 5.6	CLO 1 CLO 5 CLO 6
Project Connect: Module 1, Embedded interventions	<ul style="list-style-type: none"> <li>Explain what is meant by embedded interventions</li> <li>Describe benefits of using embedded interventions in ECSE and in inclusive settings</li> <li>Use a decision-making process to help a child participate in an inclusive setting through embedded interventions</li> </ul>	15	7.5%	1.1, 1.3, 1.7, 1.11, 3.8, 4.2, 4.3, 4.4, 4.9, 4.10	CLO 1 CLO 2 CLO 4
Project Connect: Module 6, Dialogic reading	<ul style="list-style-type: none"> <li>Describe dialogic reading practices</li> <li>Identify benefits of using dialogic reading with young children</li> <li>Use a decision-making process to determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context</li> </ul>	15	7.5%	3.2, 3.6, 3.7	CLO 3 CLO 4
Discussion: Early literacy skills for children with disabilities	<ul style="list-style-type: none"> <li>Define components of literacy as described in the NRP and NELP reports</li> <li>Discuss barriers and potential solutions to addressing components of early literacy/literacy for CWD</li> </ul>	5	2.5%	1.3, 3.3, 3.7, 3.8, 3.9	CLO 3 CLO 4

Assignment	Objectives	Points	Percent	TPEs	CLOs
Early math learning online module	<ul style="list-style-type: none"> <li>Identify components of early mathematics learning</li> <li>Describe some evidence-based practices for teaching mathematics to SWD</li> <li>Describe effective classroom practices that promote and support the implementation of high-quality mathematics instruction</li> </ul>	15	7.5%	3.2, 3.6, 3.7	CLO 3 CLO 4
Discussion: Early mathematics instruction for CWD	<ul style="list-style-type: none"> <li>Define components of early math development as described in the PFL and CCSS</li> <li>Discuss challenges to addressing components of early literacy/literacy for CWD</li> </ul>	5	2.5%	1.3, 3.3, 3.7, 3.8, 3.9	CLO 3 CLO 4
Discussions: Physical development, health, and toileting	<ul style="list-style-type: none"> <li>Describe how to intentionally plan to address physical development as part of a holistic early childhood and kindergarten curriculum</li> <li>Describe how to intentionally plan to address health as part of a holistic early childhood and kindergarten curriculum</li> <li>Identify components of evidence-based toileting programs</li> </ul>	5	2.5%	1.3, 3.2, 3.3, 3.6, 3.7, 4.3	CLO 1
Mini-lesson, reflection, and critique	<ul style="list-style-type: none"> <li>Design engaging activities to encourage child participation</li> <li>Monitor child's participation</li> <li>Use curriculum modifications and embed learning opportunities to address unique needs of young children with disabilities</li> <li>Demonstrate ability to use positive behavior support strategies to promote positive child behavior</li> <li>Reflect on instruction, identifying both strengths and areas for professional growth</li> </ul>	50	25%	1.1, 1.7, 1.9, 1.10, 3.2, 3.6, 3.8, 3.9, 4.2, 4.4, 4.9, 4.10, 6.10	CLO 1 CLO 2 CLO 4 CLO 5 CLO 7
Preschool Curriculum Project	<ul style="list-style-type: none"> <li>Develop the components of a comprehensive ECSE curriculum, based on CA PFL or CCSS, designed to embed targeted intervention strategies for CWD within ongoing classroom activities. Components include: <ul style="list-style-type: none"> <li>Classroom layout (diagram)</li> <li>Unit plan</li> <li>Daily schedule</li> <li>Activity-by-goal matrix</li> <li>Lesson plans (Five, including at least one for math and literacy)</li> <li>Evaluation plan/progress monitoring system</li> </ul> </li> </ul>	50	25%	All	CLO 1-6
Total		200	100%*		

*Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More detailed descriptions and grading requirements for all assignments can be found on Canvas.*

## Grading Policy

Grade	Percent	Grade	Percent	Grade	Percent
A plus	97 or above	A	93 up to 97	A minus	90 up to 93
B plus	87 up to 90	B	83 up to 87	B minus	80 up to 83
C plus	77 up to 80	C	73 up to 77	C minus	70 up to 73
D plus	67 up to 70	D	63 up to 67	D minus	60 up to 63
F	Below 60				

### *Late Policy*

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

Rather than deducting points for individual late assignments, you will be graded on your ability to manage time as a professional. This means that you will either submit assignments on time or proactively reach out to your instructor to develop a plan to submit the assignments, in cases of emergencies that may arise that impact your ability to submit these assignments. As much as possible, please contact me BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Note that assignments will close one day after the submission deadline. Students will need to request permission to submit an assignment late.

### *California Commission on Teacher Credentialing Grading Policy*

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

### *Departmental Incomplete Policy*

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### *Accommodations for Students with Disabilities*

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

### *Consent for Recording of Class and Public Sharing of Instructor Material*

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

### *Counseling and Psychological Services*

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## EDSE 221, Fall 2022, Course Schedule

*Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.*

Week Date Location	Topics	Readings and Modules	Assignments due
1 8/24 In Person	<ul style="list-style-type: none"> <li>● Course introduction</li> <li>● Introduction to <i>Recommended Practices</i></li> <li>● Foundations and Standards review</li> <li>● Importance of social-emotional learning and communication</li> </ul>	<ul style="list-style-type: none"> <li>● DEC (2014)</li> <li>● CDE (2012)</li> </ul>	<b>Teaching philosophy paragraph: <i>Exit Ticket</i></b>
2 8/31 Asynch Online	<ul style="list-style-type: none"> <li>● Embedded interventions: Planning for generalization by teaching in the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>● Sandall et al. (2019), Ch 1, 2, &amp; 4</li> </ul> Complete: <ul style="list-style-type: none"> <li>● Project Connect Module: Embedded Interventions</li> </ul>	<b>Project Connect: <i>Worksheets</i></b> <i>(described on Canvas)</i>
3 9/7 In Person	Embedded Instruction: <i>How to Teach</i> <ul style="list-style-type: none"> <li>● Importance of following the child's lead</li> <li>● The complete learning trial</li> <li>● Using instructional strategies for ELO/CFIS: prompting, time delay, chaining, shaping</li> </ul>	<ul style="list-style-type: none"> <li>● Bricker et al. (2018)</li> <li>● Sandall et al. (2019), 6, 7</li> <li>● National Professional Development Center on ASD (2015) – step-by-step guides and response diagrams</li> <li>● Dalphonse (n.d.)</li> </ul>	
4 9/14 Asynch Online	Embedded Instruction: <i>What to Teach &amp; How to Evaluate</i> <ul style="list-style-type: none"> <li>● Standards-based IEPs: Connecting student learning needs (assessment data) to IEP goals through the <i>CA Preschool Foundations</i> and <i>Kindergarten Standards</i></li> <li>● Progress monitoring: Strategies for tracking progress on goals</li> </ul>	<ul style="list-style-type: none"> <li>● Bricker (2018)</li> <li>● CDE (2012)</li> <li>● Alberto &amp; Troutman (2012)</li> </ul>	<b>Standards-based IEP Goals and Progress Monitoring Plan</b>
5 9/21 In Person	Embedded Instruction: <i>What to Teach &amp; When to Teach</i> <ul style="list-style-type: none"> <li>● Setting the stage for learning</li> <li>● Planning for SEL and communication throughout the day</li> <li>● Introduction of the curriculum unit: daily schedule, classroom layout</li> </ul>	<ul style="list-style-type: none"> <li>● Hemmeter et al. (2008)</li> <li>● NC Early Learning Network (2016)</li> <li>● Allen &amp; Cowdery (2022), Ch 13, 15, 16</li> </ul>	

Week Date Location	Topics	Readings and Modules	Assignments due
6 9/28 Asynch Online	Embedded Instruction: <i>What to Teach</i> <ul style="list-style-type: none"> <li>• Components of early literacy development</li> <li>• Dialogic reading</li> </ul>	<ul style="list-style-type: none"> <li>• Browder et al. (2006)</li> <li>• Urbani (2020)</li> </ul> Review: <ul style="list-style-type: none"> <li>• CDE (2012) – <i>Literacy PFL and CCSS</i></li> </ul> Complete: <ul style="list-style-type: none"> <li>• Project Connect Module: Dialogic reading</li> </ul>	<b>Project Connect: Worksheets</b> <i>(described on Canvas)</i> <b>Discussion: Early literacy skills for children with disabilities</b>
7 10/5 In Person	Embedded Instruction: <i>When to Teach &amp; How to Teach</i> <ul style="list-style-type: none"> <li>• Planning for reading instruction for young children with disabilities</li> <li>• Curriculum unit: Thematic unit plan</li> </ul>	<ul style="list-style-type: none"> <li>• Sandall et al. (2019), Ch 9</li> <li>• Allen &amp; Cowdery (2022), Ch 17</li> </ul>	Curriculum unit: <i>Daily schedule, classroom layout, Identify theme for curriculum unit</i>
8 10/12 Asynch Online	Embedded Instruction: <i>What to Teach</i> <ul style="list-style-type: none"> <li>• Components of early mathematics development</li> </ul>	<ul style="list-style-type: none"> <li>• Browder et al. (2008)</li> </ul> Review: <ul style="list-style-type: none"> <li>• CDE (2012) – <i>Mathematics PFL and CCSS</i></li> </ul> Complete: <ul style="list-style-type: none"> <li>• Early childhood math module</li> </ul>	<b>Early childhood math modules worksheets</b> <i>(described on Canvas)</i> <b>Discussion: Early math skills for children with disabilities</b>
9 10/19 In Person	Embedded Instruction: <i>When to Teach &amp; How to Teach</i> <ul style="list-style-type: none"> <li>• Planning for math instruction for young children with disabilities</li> <li>• Writing lesson and activity plans</li> </ul>	<ul style="list-style-type: none"> <li>• Sandall et al. (2019), Ch 9</li> <li>• Allen &amp; Cowdery (2022), Ch 17</li> </ul>	Curriculum unit: <i>Activity-by-goal matrix for Tamiya</i>
10 10/26 Asynch Online	<ul style="list-style-type: none"> <li>• Work week: mini-lesson demonstration development - topic/content assigned by Dr. Andy</li> </ul>		
11 11/2 In Person	Embedded Instruction: <i>When to Teach &amp; How to Evaluate</i> <ul style="list-style-type: none"> <li>• Making use of different learning environments</li> <li>• Planning to evaluate instructional effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Sandall et al. (2019), Ch 5, <i>Curriculum modifications by activity</i></li> </ul>	Curriculum unit: <i>Lesson plan for mini-lesson activity</i>

<b>Week Date Location</b>	<b>Topics</b>	<b>Readings and Modules</b>	<b>Assignments due</b>
12 11/9 Asynch Online	Embedded Instruction: <i>What to Teach</i> <ul style="list-style-type: none"> <li>• Health and motor development</li> <li>• Toileting</li> <li>• <i>Meet with Dr. Andy re: mini-lesson demonstration if needed</i></li> </ul>	<ul style="list-style-type: none"> <li>• CDE (2012) – Health and Motor Development PFL and CCSS</li> <li>• Kroeger &amp; Sorensen-Burnworth (2009)</li> <li>• Vermandel et al. (2008)</li> </ul>	<b>Canvas discussions</b>
13 11/16 In Person	<ul style="list-style-type: none"> <li>• Mini-lesson share and critique</li> </ul>		<b>Mini-lesson, reflection, and critique</b>
14 11/23 No Class	<i>Thanksgiving Break</i>		
15 11/30 In Person	<ul style="list-style-type: none"> <li>• Developing as a professional educators</li> <li>• Continuum of services: Using embedded instruction in different program types</li> <li>• Looking forward: Applying course content in directed teaching/first year of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• OSERS (2017, January 9)</li> <li>• Friend et al. (2008)</li> </ul>	<b>Teaching philosophy paragraph #2</b>
Final 12/14 5:15pm In Person	<b>Curriculum unit + share due</b>		