Prerequisites:  SPED 683 and 684 or permission of Department Head

Course Description:  Supervised and directed experience in teaching in programs for young children with disabilities, birth to age 5. The course is for students not currently employed in an early interventionist, but pursing early intervention certification.

Conceptual Framework Statement:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

Course Objectives:
The most critical competencies for the course are:
1. Participate and collaborate as a team member with other professionals in conducting family-centered assessments. (CK, KL, D, T, PS SM)
2. Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in both an IFSP and an IEP. (CK, KL, SM, PS, D)
3. Plan and implement developmentally and individually appropriate curricula and instructional practices for both an infant or toddler with delays/disabilities and a preschooler with delays/disabilities based on knowledge of the individual children, the family, the community, and curricula goals and content. (CK, KL, SM, PS, D, T)
4. Develop and implement an integrated curriculum in natural environments for both an infant or toddler with delays/disabilities and a preschooler with delays/disabilities that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences (CK, KL, SM, PS, D, T)
5. Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services. (CK, KL, SM, PS, D, T)
6. Evaluate and design processes and strategies that support transitions among hospital, home, and infant/toddler, preprimary, and primary programs. (CK, KL, SM, D)
7. Provide a stimulus-rich indoor and outdoor environment for both an infant or toddler with delays/disabilities and a preschooler with delays/disabilities that employs materials, media, and technology, including adaptive and assistive technology. (CK, KL, SM, PS, D, T)
8. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns (CK, KL, SM, PS, D)
Unit/Program Assessments:
The Louisiana Components of Effective Teaching rubric will be used to evaluate the Early Intervention teacher candidate in a Practicum or Internship and will be uploaded to Pass-Port.

Field Experiences
Candidates will conduct a minimum of 180 field experience hours and upload them to Pass-Port.

Course evaluation: The student will be required to complete an internship in both an infant/toddler setting in which one or more young children with delays/disabilities are enrolled and a preschool setting in which one or more young children with delays/disabilities are enrolled. The instruments and/or processes that will be used to assess student performance are observation instruments created by the Office of Student Teaching. These instruments follow the guidelines of the Louisiana Components of Effective Teaching, Louisiana Competencies for Early Intervention, and the NCATE Guidelines for early intervention. The final evaluation and grade for SPED 694 will be recommended to the Office of Student Teaching by the university supervisor after he/she has discussed the results with the candidate’s supervising teacher(s) and the candidate. Additionally, written reflections and self-evaluation are required of the candidate on a daily basis. The candidate will keep a journal of the reflections and self-evaluations. This will be turned in to the university supervisor at the end of the year.

Reference List:

Downey, D., Mraz, R., Knott, J., & Knutson, C. et al. (2002). Diagnosis and evaluation of children who are not talking. *Infants and Young Children, 15*(2), 38-48.


**Websites**

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true &_&ERICExtSearch_SearchValue_0=ED497756&ERICExtSearch_SearchType_0=no&accno=ED497756

This article “Strategies for Effective Teaching in the 21st Century” is intended to be used by school administrators, in collaboration with classroom teachers, to improve specific teaching skills.

http://www.doe.state.la.us/lde/accountability/home.html

Resources for Louisiana teachers concerning accountability, testing, and pertinent resources for teachers in the state.

http://www.doe.state.la.us/lde/pd/623.html

Website contains essential information concerning LATAAP information and a PDF file for the Louisiana Components of Effective Teaching (LCET).

**Journals**

*Child Development*

*Developmental Psychology*

*Journal of Early Intervention*

*Young Exceptional Children*

*Topics in Early Childhood Special Education*

*Early Childhood Research and Practice*

*Early Childhood Research Quarterly*

*Infant Mental Health Journal*

*Infants and Young Children*

*Journal of Early Childhood Teacher Education*

*Journal of Special Education Technology*