**Sample Syllabus**

**Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences**

A black sign with white text

Description automatically generated

**ECiPC-Equity Sample Syllabus**

**Integrating EI/ECSE Standards and Equity in Early Childhood Intervention:**

**Every infant and young child with a delay in development or disability and their family, will have access to and participate in early childhood intervention, that is individually designed to be racially, ethnically, culturally, and linguistically responsive to ensure equitable, appropriate, and optimal child and family outcomes.**

This sample syllabus provides resources, activities, readings, and assignments aligned with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards, 2020), DEC Recommended Practices (2014), and the ECiPC-Equity definition of Early Childhood (<https://health.uconn.edu/ecipc-equity/>).

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. This syllabus is intended to act as a sample that can be adapted for your classroom and students. Suggested assignments and resources can be used to support students at the knowledge development stage as well as “advanced” students with more experience (i.e., those in upper-level undergraduate courses and/or graduate courses) who are ready to "dig deeper".

**Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences**

**Course Description**

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**

The text below is an example for Standard 5. When developing or revising your syllabus, you may also choose supplemental readings. (See References in the Resources section of the [ECPC Curriculum Modules: Professional Standards](https://ecpcta.org/curriculum-module/) for related literature and resources.)

Cook, R. E., Klein, M. D., & Chen, D. (2020). *Adapting early childhood curricula for children*

*with disabilities and special needs* (10th ed.). Pearson.

Brillante, P. & Nemeth, K. (2022). *Universal Design for Learning in the early childhood*  *classroom: Teaching children of all languages, cultures, and abilities, Birth – 8 Years*. Routledge.

Chardin, M. & Novak, K. (2020). *Equity by Design: Delivering on the Power and Promise of*  *UDL*. Corwin.

**Supplemental Text**:

Jung, L. A., Frey, N. Fisher, D. & Kroener, J. (2019). *Your students, my students, our students:*  *Rethinking equitable and inclusive classrooms*. [ASCD](https://www.ascd.org/books/your-students-my-students-our-students?chapter=references-your-students-my-students-our-students).

**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. Two sample student learning objectives are listed for each of the numbered components below. These are examples only and are not intended to be a complete set of objectives for the respective component.

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

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.

* Describe a process used in collaboration with families and other team members, to identify evidence-based curriculum that addresses developmental and content domains in EI/ECSE.
* Describe how evidence-based curriculum guides the design and facilitation of meaningful and culturally responsive learning experiences for all children and families.

1. 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.

* Describe how to choose curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to natural and inclusive environments.
* Identify the principles of universal design for learning (UDL) in EI/ECSE.

**Topical Course Outline**

The topical courseoutline is organized by course sessions and aligns course topics with EI/ECSE Standards and components. In addition, reading(s) and learning activities are identified for each topic.

| **Week** | **Standard 5 Components** | **Topics and Readings** | **Activities** |
| --- | --- | --- | --- |
| 1 | 5.1, 5.2 | -Course Overview and Expectations  -Syllabus  -Overview of educating young children with disabilities  Cook, Klein, & Chen, Ch. 1  [Dealing with Ableism in Early Childhood Settings](https://illinoisearlylearning.org/wp-content/uploads/2024/04/ableism.pdf) | Connect with and meet your partner family and preschool/ elementary partner.  Discuss your understanding of ableism with a partner. |
| 2 | 5.1 | -Partnerships with families  -The role of culture  Brillante & Nemeth, Ch.6  Cook, Klein, & Chen, Ch. 2 | Talk with your partner family about their child’s experiences, interests, and cultural practices. |
| 3 | 5.1 | -Assess early childhood curricula for:  -Developmentally appropriate scope and  sequence  -Content areas appropriate scope and sequence,  -The extent to which they address cultural and  linguistic diversity, and  -The extent to which activities, materials, etc.  can be individualized based on ability. | 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. Be prepared to discuss the appropriateness of the scope and sequence as well as how cultural, linguistic, and ability diversity are addressed. |
| 4 | 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, and  -Using multiple formats for child response to  demonstrate understanding.  Brillante & Nemeth, Ch. 1  Chardin & Novak, Ch. 1 | **Reflection Journal**: Based on discussion and the readings about UDL, which framework resonates with your style of learning? What is your rationale for choosing that framework? |
| 5 |  | -Access, Inclusion, and UDL  Brillante & Nemeth, Ch. 2  Chardin & Novak, Ch. 2 | Complete the “space and furnishings and materials” sections of an environmental rating scale to learn about the physical environment of a preschool classroom. Write up your results and provide a minimum of three recommendations.  **Reflection Journal**: Reflect on the on the results of the environment rating scale and respond to the following:  -What are the strengths of this physical environment related to accessibility?  -What could be done differently to maximize accessibility?  -What are the strengths of the space, furnishings, and materials to facilitate engagement?  What could be done differently to maximize engagement? |
| 6 | 5.2 | -Moving UDL Forward  Brillante & Nemeth, Ch. 7 | **Reflection Journal**: In what ways can you empower families, including English language learners, to participate in their child’s developmental and educational journey? How can you use the UDL framework to elevate and celebrate families, centering their voices? |
| 7 | 5.1, 5.2 | -Individualizing learning for equity - intervention plans and programs  Cook, Klein, & Chen, Ch. 3  Brillante & Nemeth, Ch. 4 | With your partner family, create a list of the child’s strengths and areas for growth. |
| 8 | 5.2 | -UDL - Designing individualized plans to include multiple means of representation  Brillante & Nemeth, Ch. 3  Chardin & Novak, Ch. 3 | With your partner preschool /elementary teacher develop an individualized plan for a small group activity that includes different means of representation based on the needs of the children in the group. |
| 9 | 5.2 | -UDL - Designing individualized plans to include multiple means of expression  Brillante & Nemeth, Ch. 4  Chardin & Novak, Ch. 4 | With your partner preschool /elementary teacher develop an individualized plan for a large group activity that includes different means of expression based on the needs of the children in the group. |
| 10 | 5.2 | -UDL - Designing individualized plans to include multiple means of engagement  Brillante & Nemeth, Ch. 5  Chardin & Novak, Ch. 5 | With your partner preschool /elementary teacher develop an individualized plan for a small group activity that includes different means of engagement based on the needs of the children in the group |
| 11 | 5.2 | -Learning to design instructional programs  Cook, Klein, & Chen, Ch. 4 | Review the state’s early learning guidelines for birth to age eight.  **Reflection journal**: Discuss how the state’s early learning guidelines are used in the preschool/ elementary classroom in which you are completing your field experience. How do they promote culturally, linguistically, racially, and ethnically responsive practices? |
| 12 | 5.1, 5.2 | -Cultural responsiveness and equity  Brillante & Nemeth, Ch. 6  Chardin & Novak, Ch. 7 | Discuss with your partner family their perspective on how their cultural values, ideas, and practices have influenced their expectations for their child and their role in their educational program. |
| 13 | 5.1, 5.2 | -Considerations for teaching children with specific disabilities  Cook, Klein, & Chen, Ch. 5  [Overview of Assistive Technology](https://ectacenter.org/topics/atech/atech.asp) from the [Early Childhood Technical Assistance Center](http://ectacenter.org/) | Complete the [CONNECT Module 5](https://connectmodules.dec-sped.org/connect-modules/learners/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](https://www.ctdinstitute.org/library/2018-05-17/assistive-technology-what-it-how-use-it) from the [Center for Technology and Disability](https://www.ctdinstitute.org/).  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. |
| 14 | 5.2 | -Social justice embedded learning  Brillante & Nemeth, Ch. 3 | Interview an early intervention educator, a preschool teacher, and a primary teacher with questions specific to how they intentionally promote social justice in their program. |
| 15 | 5.1, 5.2 | -Inclusion support and working with teams  Cook, Klein, & Chen, Ch. 10  DEC/NAEYC joint position statement [Early Childhood Inclusion](https://www.decdocs.org/position-statement-inclusion).  [U.S. Department of Health & Human Services, & U.S. Department of Education. (2023). *Policy statement on inclusion of children with disabilities in early childhood programs.*](https://www.acf.hhs.gov/ecd/policy-guidance/policy-statement-inclusion-children-disability-early-childhood-programs) | **Reflection journal**: What are the key points made in these two documents. What is your role as an EI/ECSE to ensure that high quality inclusion occurs in EI/ECSE programs? |
| 16 | 5.1, 5.2 | -Inclusion support and working with teams | Complete the [Inclusion of Children with Disabilities: Training Guide - Including Infants and Toddlers with Disabilities](https://eclkc.ohs.acf.hhs.gov/children-disabilities/inclusion-children-disabilities-training-guide/including-infants-toddlers-disabilities) |

**Supplemental Resources**

**Articles:**

Broughton, A. (2020). [Black skin, White theorists: Remembering hidden Black early childhood](https://doi.org/10.1177/1463949120958101)  scholars. *Contemporary Issues in Early Childhood*.

Kim, J. J., Henry, D. A., & Dearing, E. (2023). [Early childhood predictors of black children's](https://doi.org/10.1016/j.ecresq.2023.01.001)  achievement: Home, early care and education, and neighborhood contexts. *Early*

*Childhood Research Quarterly*, *63*, 337-351.

Lalvani, P., & Bacon, J. K. (2019). [Rethinking “We are all special”: Anti-ableism curricula in](https://doi.org/10.1177/1096250618810706)  early childhood classrooms. *Young Exceptional Children, 22*(2), 87-100.

Maguire-Fong, M. J. (2021). Rethinking infant curriculum Part 1: Creating “contexts” for learning.

Maguire-Fong, M. J. (2021). [Rethinking infant curriculum Part 2](https://www.communityplaythings.com/resources/articles/rethinking-infant-curriculum-part-2): Observing, documenting, and interpreting; Where infant-toddler teaching begins.

Israel, M., & Ribuffo, C., & Smith, S. (2014). [Universal design for learning](http://ceedar.education.ufl.edu/tools/innovation-configurations/): Recommendations for teacher preparation and professional development (Document No. IC-7). Retrieved from University of Florida, Collaboration for Effective Educator, Development,

Accountability, and Reform Center website:

<http://ceedar.education.ufl.edu/tools/innovation-configurations/>

[Dawn M. Magnusson, Cynthia S.](https://doi.org/10.1542/peds.2017-2059) Minkovitz, Karen A. Kuhlthau, Tania M. Caballero, and Kamila B. Mistry, “Beliefs regarding development and early intervention among low- income African American and Hispanic mothers,” Pediatrics 140 (5): e20172059 (2017).

Erwin, E. J., Bacon, J. K., & Lalvani, P. (2023). [It’s about time! Advancing justice through](https://doi.org/10.1177/0271121420988890)  joyful inquiry with young children. Topics in Early Childhood Special Education, 43(1), 71-82.

[Increasing Equity in Early Intervention](https://edtrust.org/increasing-equity-in-early-intervention/)

[Strategies for Culturally Responsive Strength-based Practices](https://www.zerotothree.org/resource/strategies-for-culturally-responsive-strength-based-practices/)

[ECLCK: Frameworks for Effective Practice](https://eclkc.ohs.acf.hhs.gov/browse/tag/equity)

**Online Resources:**

* [Assistive Technology: What It Is and How to Use It](https://www.ctdinstitute.org/library/2018-05-17/assistive-technology-what-it-how-use-it)
  + A webinar about assistive technology from the [Center on Technology and Disability](https://www.ctdinstitute.org/).
* [CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020)](https://www.dec-sped.org/ei-ecse-standards)
  + Link to the standards and supporting resources.
* [Center for Parent Information and Resources](https://www.parentcenterhub.org/)
  + Link to family-friendly materials and resources.
* [CONNECT Modules (Module 5)](https://connectmodules.dec-sped.org/connect-modules/learners/module-5/)
  + A module about the purpose, use and benefits of assistive technology interventions.
* [Early Childhood Inclusion](https://www.decdocs.org/position-statement-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](https://rpm.fpg.unc.edu/module-1-interaction) (Module 1)
  + A module to support understanding of children’s learning and development.
* [ECPC Adult Learning Planning Tool](https://ecpcta.org/wp-content/uploads/sites/2810/2020/10/ECPC_Adult-Learning-Planning-Tool_with-examples.pdf)
  + A tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice.
* [ECPC Cross-Disciplinary Competencies](https://ecpcta.org/cross-disciplinary-competencies/)
  + Core cross-disciplinary competency areas for use by ECI professionals.
* [ECPC Curriculum Modules: Professional Standards](https://ecpcta.org/curriculum-module/)
  + A module for each of the seven EI/ECSE Standards with a variety of resources (e.g., multimedia illustrations, websites, references).
* [Overview of Assistive Technology](https://ectacenter.org/topics/atech/atech.asp)
  + Link to assistive technology resources from the [Early Childhood Technical Assistance Center](http://ectacenter.org/).
* [Professional Standards and Competencies for Early Childhood Educators](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf)
  + Link to the standards of the National Association for the Education of Young Children (NAEYC).

**Videos**:

[When we design for disability, we all benefit](https://www.ted.com/talks/elise_roy_when_we_design_for_disability_we_all_benefit?utm_campaign=tedspread&amp;utm_medium=referral&amp;utm_source=tedcomshare)

[Fostering Children’s Thinking Skills](https://eclkc.ohs.acf.hhs.gov/video/fostering-childrens-thinking-skills)

**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. Lesson plan (Component 5.2)**

Each student will design a lesson plan/activity to engage children in the corresponding age group and UDL framework that meets the cultural goals of the child(ren), understanding the individual child’s needs and adjusting to match those needs, maximizing child development and learning.

* Lesson plan for B-15 months - focus on Representation
* Lesson plan for 12 months to 2.5 years - focus on Action & Expression
* Lesson plan for 2.5 years to -3.5 years -focus on Engagement

**2. Lesson plan of your choice (Component 5.2)**

Each student will design a lesson plan/activity to engage children of the age group and UDL framework of their choice that meets the cultural goals of the child(ren), understanding the individual child’s needs and adjusting to match those needs, maximizing child development and learning.

**3. 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 your 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 describing the experience) and why? What did not work and why? 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/perspective been challenged/supported because of the class and the field experience?

**4. Discussion board posts (Components 5.1 and 5.2)**

On corresponding weeks, you will be asked to reflect on and respond to at least one Discussion Board question and post your contribution to the topic on the Discussion Board. Your contribution to the topic should be clear, complete, and accurate. This assignment also requires that you read the answers posted by your classmates and respond to at least one of those postings.

**5. Activity Plans with Family Partner (Components 5.1 and 5.2)**

Prepare, implement, and evaluate three culturally and linguistically responsive 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
* 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
* occur within the context of the typical daily schedule

Each lesson plan should focus on a different UDL framework - representation, action and expression, and engagement. 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 consider recommended practices and guidelines provided in readings, class handouts, and materials.

**6. Activity Plans with Preschool/Elementary Classroom Partner (Components 5.1 and 5.2)**

Prepare, implement, and evaluate three culturally and linguistically responsive activity plans that incorporate collaboration with the partner preschool and primary classroom. The activities should:

* allow children with varying abilities and learning needs to participate in meaningful ways
* 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
* occur within the context of the typical daily schedule

Each lesson plan should focus on a different UDL framework - representation, action and expression, and engagement. 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 consider recommended practices and guidelines provided in readings, class handouts and materials.

**7. Curriculum Modifications (Component 5.2)**

Review one lesson plan utilized 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.

**Group Curriculum Review Presentation (Components 5.1 and 5.2)**

With your team, review an infant-toddler curriculum (provided by the instructor). The review should include information about the developmental domains represented, target age range, cultural integration, adaptations and modifications for diverse learners, integration of UDL framework, types of resources provided and/or recommended family engagement components, and community connections.

This is a product of the Early Childhood Intervention Personnel Center for Equity (ECIPC-Equity) awarded to the University of Connecticut Center for Excellence in Developmental Disabilities and was made possible by Cooperative Agreement #H325C220003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. All rights reserved.

263 Farmington Avenue, Farmington, CT 06030-6222 • 860.679.1500 • infoucedd@uchc.edu ©2024 University of Connecticut Center for Excellence in Developmental Disabilities Education, Research and Service.