



INCLUSIVE EARLY CHILDHOOD EDUCATION

Student Handbook

COLLEGE OF EDUCATION
Department of Early, Elementary, &
Reading Education
Department of Exceptional Education

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JMU Professional Education Unit Conceptual Framework

What is conceptual framework?

A conceptual framework is a guiding set of principles, beliefs and concepts that provide the basis for designing, implementing, monitoring, evaluating and changing programs that prepare teachers and other educational professionals.

It is based on a foundation of philosophies, research and outcomes that JMU professional community is committed to and is aligned with state and national standards.

What is JMU's conceptual framework?

JMU's mission is to produce effective educational professionals in a diverse and changing society. In order to do this faculty, candidates and school personnel believe that:

- Professional education must be responsive to changes in society and schools
- All children deserve opportunities for learning success
- Learning to be an educational professional is a lifelong task
- Professional education must be collaboratively planned, delivered and evaluated
- Candidates and faculty must be self-reflective about their impact on learners
- Candidates must have the opportunity to practice, reflect on and receive feedback through developmental field experiences
- There are certain dispositions, knowledge and skills that candidates must demonstrate in order to be successful
- Candidates and faculty must be evaluated based on their performance

What should JMU educational professionals be able to do?

Based upon these beliefs there are eleven core competencies that describe the knowledge, skills and dispositions that all professionals should possess. Each licensure program has defined specific outcomes related to each competency.

1. The education professional demonstrates personal qualities and dispositions that reflect effective development as a professional educator.
2. The education professional understands the structure, skills, core concepts, and methods of inquiry of the discipline(s) taught or practices, is convinced of the worth of the discipline or subject, and creates learning experiences that make these aspects of subject matter meaningful to students.
3. The educational professional understands the latest research on how children learn and develop and how culture influences human development. The educational professional applies this understanding by providing, supporting, and encouraging learning opportunities that support intellectual, social and personal development.
4. The educational professional understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

5. The educational professional plans, supports, and encourages instruction as well as other educationally-related activities and programs that are based on numerous variables including research-based best practices, knowledge of subject matter, the nature of the learners, students' learning strategies, the goals of the curriculum and the community.
6. The educational professional uses an extensive repertoire of instructional strategies, including the utilization of a wide variety of educational technology and media, to develop students' critical thinking, problem solving, and performance skills.
7. The educational professional uses an understanding of individual and group motivation and behavior to create a learning environment that encourages personal growth, positive social interaction, active engagement in learning, and self-motivation.
8. The educational professional uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
9. The educational professional uses a variety of assessment techniques, both formal and informal, for varying purposes.
10. The educational professional is a reflective practitioner who continually evaluates the effects of educational choices and actions, and uses that understanding to adjust teaching, seek support, develop professionally, and improve educational practice based on such reflection.
11. The educational professional fosters relationships with colleagues, families, and communities to support students' learning and well-being.

IECE Program Goals and Outcomes

1/15/10

Goal 1: Candidates possess knowledge of child development and the factors that influence it, and understand

- 1.1 Characteristics and developmental needs of 0-8 yr olds in the domains of social, emotional, cognitive, physical, and language development.
- 1.2 The interacting influences on child development (biological, cultural and environmental), the interconnectedness of developmental domains, the wide range of ages at which developmental skills are manifested, and individual differences in behavioral styles.
- 1.3 Indicators of atypical development in all domains.
- 1.4 Specific disabilities, including etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life
- 1.5 Impact of delays in and across each domain of development.

Goal 2: Candidates apply knowledge of child development, the role of play, and the teaching learning process to plan and implement individually and developmentally appropriate curriculum in supportive environments. The candidate will...

2.1 Plan and implement meaningful curriculum using principles of universal design

- Plans and facilitates opportunities for play as a critical component of curriculum
- Use multiple curriculum goals, including national, state and district standards in preparing long and short term instructional plans.
- Integrate content areas using a thematic approach to teaching and learning
- Sequence knowledge and skills in an age-appropriate manner
- Make adaptations to content and methodology for the unique developmental and learning needs of children, including those from diverse backgrounds
- Select appropriate content and instructional strategies to create appropriate disequilibrium
- Facilitate learning that moves from concrete to abstract, through levels of representation
- Provide first-hand experiences, real objects and interactions with people to lay a foundation for children to move toward a more complex way of knowing
- Create learning opportunities that focus on process and child-generated products
- Use teacher scaffolded and teacher initiated instruction to complement child-initiated learning
- Utilize print and non-print materials that provide children with additional information and social labels

2.2 Design social and physical environments to promote development and learning

- Structure social environments using peer models and proximity, and responsive adults to promote interactions among peers, parents and caregivers
- Use a continuum of intervention strategies to support access of young children to the general curriculum and daily routines
- Select, develop and evaluate developmentally and functionally appropriate materials, equipment and environments
- Design the environment to reflect respect for the child as an individual and his/her family context
- Design the environment, schedule and activities to promote children’s physical and psychological health and safety and sense of security
- Provide a stimulus-rich indoor and outdoor environment that employs materials, media and adaptive and assistive technology, responsive to individual differences
- Develop and use a daily schedule that provides uninterrupted time for play and learning, responds to individual learning styles and paces, and establishes meaningful routines for children’s self-direction.
- Link development, learning experiences and instruction to promote educational transitions

2.3 Provide supportive guidance, interactions and communication that helps children learn to be successful in an out of the home setting

- Convey an attitude of warmth and acceptance
- Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children
- Use strategies to teach play skills, social skills and conflict resolution
- Uses strategies to keep children involved in meaningful activity
- Establish communication systems for young children that support self-advocacy
- Implement and evaluate preventative and reductive strategies to address challenging behaviors
- Positions on child’s eye level when speaking and listening
- States expectations in a positive manner
- Uses questions to effectively encourage and extend children’s thinking
- Seeks to understand the causes of children’s behavior in order to effectively address it

Goal 3: Candidates possess and use knowledge of content to support learners’ achievement in subject disciplines, particularly mathematics, science, language and literacy, and social studies.

The candidate applies knowledge:

- 3.1 of national and state content standards
- 3.2 of the structure of disciplinary content (e.g. science is organized into physical, earth and space, health and human, and life sciences)
- 3.3 of the scope and sequence of content disciplines

- 3.4 of essential concepts of disciplinary content
- 3.5 of themes that cut across and integrate content disciplines
- 3.6 to identify resources, including technology, to deepen their own and their students' understanding of content knowledge

Goal 4: Candidates understand the importance of the family/community in children's development and work collaboratively with families to enhance their confidence and competence in supporting their child's development and learning. The candidate:

- 4.1 Communicates in a variety of ways with children and their families regarding classroom activities, student progress, and available services
- 4.2 Models support and consideration of individual and cultural differences
- 4.3 Supports families' understanding of the curriculum and services
- 4.4 Structures supporting interagency collaboration, including interagency agreements, referral, and consultation
- 4.5 Collaborates with caregivers, professionals, and agencies to support children's development and learning across diverse settings
- 4.6 Supports families' choices and priorities in the development of goals and intervention strategies
- 4.7 Implements family-oriented services based on a family's identified resources, priorities, and concerns
- 4.8 Participates as a team member to identify and enhance team roles, communication, and problem-solving
- 4.9 Employs adult learning principles when coaching family members and service providers to enhance their confidence and competence in supporting young children's development and learning
- 4.10 Implements processes and strategies that support transitions of families and children among settings for infants and young children

Goal 5: Candidates understand and use formal and informal assessment evaluation strategies to monitor student progress and make instructional decisions. The candidate will:

5.1 Interpret and make decisions using assessment

- Recognizes individual children's actions as indicators of developmental processes and progress
- Compares assessment data to norm-references, rubric-criterion, and individual child's prior performance to evaluate progress
- Emphasizes child's strengths and needs in assessment reports
- Interprets and articulates child's progress to parents and other professional
- Uses evaluation procedures and recommended referral with ongoing follow-up to community health and social services

5.2 Use a variety of assessment methods, tools and sources

- Uses a variety of observational data gathering tools (e.g. time sample, running records, checklists and rating scales, anecdotal recordings, incident records, behavioral logs, etc.) to document progress
- Uses a variety of content assessment approaches to assess, monitor and evaluate individual student's learning
- Uses a variety of materials and contexts to maintain the interests of infants and young children in the assessment process
- Gathers information from multiple sources, occasions and environments

5.3 Implement legal and ethical practices in assessment

- Acts responsibly and appropriately when using assessment/evaluation approaches
- Selects and administers assessment instruments in compliance with established criteria
- Treats assessment/evaluation data confidentially and with respect for the child's and family's privacy
- Uses legal requirements that distinguish among categories of at-risk, developmental delay and disability

5.4 Implement approaches to assessment that appropriately and supportively involve parents

- Acts in partnership with parents in the assessment/evaluation of child's progress
- Supports the role of the family in the assessment process (EC8K1).
- Assists families in identifying their concerns, resources, and priorities (EC8S1).
- Integrates family priorities and concerns in the assessment process (EC8S2).

5.5 Use on-going assessment to monitor progress and learning

- Aligns assessment with curriculum, content standards, and local, state, and federal regulations
- Assesses progress in the five developmental domains, play, and temperament
- Conducts ongoing formative child, family, and setting assessments to monitor instructional effectiveness

5.6 Uses assessment in educational planning

- Participates as a team member to integrate assessment results in the development and implementation of individualized plans
- Develops individualized plans that support development and learning as well as caregiver responsiveness
- Develops individualized plans that support the child's natural environments

5.7 Utilizes data from program evaluation and collaborates with other community stakeholders to assess the educational setting and make modifications for continuous improvement

Goal 6: Candidates possess understanding of their professional roots, roles and responsibilities, and of appropriate ethical behavior. The candidate:

- 6.1 Recognizes the historical and legal precursors of current educational practices, responsibilities, and the role of early childhood educators
- 6.2 Advocates for the needs of all children and their families
- 6.3 Exhibits behavior consistent with accepted ethical, and professional standards for educators
- 6.4 Holds membership in professional organizations for early childhood educators and participates in professional activities
- 6.5 Evaluates own teaching performance and seeks feedback from others
- 6.6 Is committed to lifelong learning and self-improvement
- 6.7 Recognizes limits of practice and importance of collaborative, evidence based best practices in serving children and families
- 6.8 Demonstrate leadership in supervision, collaboration and support of preprofessionals, paraprofessionals and other professionals.

IECE Assessment Plan

Assessment of candidate performance includes evaluation of performance in individual courses, professional behavior in university classrooms and practica, as well as performance on certain key assignments. At various gates throughout the program, there is a summative assessment meeting and faculty committees review the overall performance of each candidate. In order to pass through the gate to the next sequences of courses and experiences, a candidate must be making satisfactory progress. If progress is unsatisfactory, the candidate will not be allowed to continue until any identified deficiencies are corrected. In some cases, a candidate will be allowed to continue in the next semester, but there will be a plan of action for addressing any concerns that have been identified by the faculty.

The performances that are reviewed at each gate include:

Gate I: before enrolling in Sem I courses

- Acceptance in teacher education
- C or better in EXED 200 and EDUC 300

Gate II: before enrolling in Sem II courses

- Continued acceptance in teacher education
- C or better in each education course
- Practicum performance
- Professional dispositions
- Communication skills

Gate III: before enrolling Sem III courses

- Continued acceptance in teacher education
- C or better in each Education course; 2.5 in all IECE program courses
- Practicum performance
- Professional dispositions
- Communication skills

Gate IV: before enrolling in Sem IV courses

- Continued acceptance in teacher education
- C or better in each Education course; 2.5 in all IECE program courses

- Practicum performance
- Professional dispositions
- Communication skills

Gate V: before acceptance in graduate school and enrolling in 1st graduate courses

- C or better in each Education course; 2.5 in all IECE program courses
- Practicum performance
- Professional dispositions
- Communication skills
- Satisfactory performance on Ideal Classroom Project
- Completion of undergraduate degree
- Pass Praxis II
- UG GPA of 2.75

Gate VI: Before 2nd semester of graduate program

- Acceptance in student teaching
- Meet graduate school progression standards
- Practicum performance
- Professional dispositions
- Communication skills
- Satisfactory performance on key assessment – Inquiry project design

Gate VII: before program completion

- Successful student teaching
- Satisfactory performance on key assessments –VCLA, VRA, and Inquiry Project completion and presentation
- Graduation

PROFESSIONAL BEHAVIOR IN UNIVERSITY AND ASSIGNED PRACTICA

As you enter the teaching profession, society and your professors expect you to demonstrate professional behavior at all times when representing the Inclusive Early Childhood preparation program.

Accommodating Students with Disabilities

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, www.jmu.edu/ods, 540-568-6705) to arrange an appointment as soon as possible. If you have not previously contacted the Office of Disability Services, please do so as soon as possible. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the learning. Provide this letter to the course instructor during the first week of classes or within a week of receiving the letter if this happens after the semester begins.

Once you have presented your letter to the instructor, schedule a time to meet and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan for a specific course.

Attendance

Absences from class due to family crisis or medical emergency, major religious holidays, active military duty, or your acting as a duly authorized representative of the University at events and times approved by the appropriate dean are considered excused. You must notify the course instructors by no later than the end of the Drop-Add period the first week of the semester of any potential scheduled absences and determine with them what alternative methods exist for completing the missed learning experiences. This allows you to drop the course if it is determined that absences would prevent adequate mastery of the material. Whenever possible prior notification / explanation of late arrival / early departure is recommended and appreciated and you should arrange with a classmate to ensure that you get all handouts, assignments and materials that you missed. Documentation will be required to confirm the absence meets the criteria for excused absence.

It is expected that you will be present and punctual for all classes. There will be a penalty on class participation and class activities for each class period missed (unexcused) during the semester and unexcused absences reflect professionalism and therefore, will negatively impact the evaluation of performance in this area. Arriving to class late and leaving early are considered as partial absences.

Classroom Etiquette

Disruptive behavior is defined as repeated, continuous, and/or multiple student behaviors that hinder the teaching and learning process. Common examples of disruptive behaviors include, but are not limited to:

- Monopolizing learning discussions
- Failing to respect the rights of other students to express their viewpoints
- Carrying on distracting side conversations

- Overt inattentiveness (e.g., sleeping, reading the paper, using laptops or cell phones for non-class-related activities, texting, balancing your checkbook, completing other professors' assignments, etc)
- Entering class late or leaving early
- Inordinate or inappropriate demands for time and attention
- Poor personal hygiene or dress which attracts inordinate attention
- Use of profanity or pejorative language
- Intoxication
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Harassment (e.g., use of "fighting words," stalking)
- Threats to harm oneself or others
- Physical violence (e.g., shoving, grabbing, assault, use of weapons)

It is expected that occasional disruptions will, unavoidably, happen. These instances will (probably) be met with a "look" or word of direction. However, if a pattern of disruptive behavior is established corrective action will be required. This may result in your being asked to leave the learning environment, referral to your department head for disciplinary action, development of a behavior plan, or referral to the Office of Judicial Affairs.

The Office of Judicial Affairs administers sanctions to students whose disruptive behavior violates the policies found in the Student Handbook (<http://www.jmu.edu/judicial/handbook/ProcedureJudicialPolicies.html>). Sanctions are meant to demonstrate that you are responsible for your behavior and that disruptive behavior has predictable consequences. The Student Handbook specifies the minimum level of conduct expected of every JMU student. These standards are high and are meant to create an environment in which learning and scholarship can flourish.

Classroom Upkeep

All class members are expected to share responsibility for keeping the classroom neat and orderly. Spills must be cleaned up immediately and thoroughly. No trash should be left in the room and chairs should be pushed under the tables or stacked neatly before you leave.

Communication

Written products: Professional writing and proper APA style use are assumed skills in the IECE program. Credit is not given for these skills in individual assignment rubrics, but points will be deducted if student work is unacceptable. Written communications that contain errors in spelling, grammar, word usage, organization or structure, and mechanics of writing that interfere with the instructors' ability to read the document will not be graded but rather receive a grade of zero (0). Any document containing multiple errors in use of APA style and citations (in-text and in reference list) will also not be graded. Students will be allowed to revise and resubmit only the first written class assignment within one week of its return date. Students needing assistance with writing may contact the [University Writing Center](#) on the 4th floor of Wilson Hall (568-6967).

All out-of-class products must be typed and APA manuscript style used for references and citations. Sources must ALWAYS be cited when you use ideas other than your own. A current APA style manual is available in the ETMC (Memorial 7260) and through university websites.

Unless otherwise specified, printed copies of all assignments are required. Each must include a blank rubric (available on Blackboard) as the cover page with the required information completed. Failure to submit the rubric will result in a one-point deduction on the assignment.

Submitted products must have your name and course number in the header of each page, and the page number in the footer of each page. Pages should be stapled or bound securely.

To and from course instructors:

Use of email as an avenue of communication with your course instructors is acceptable and expected, except when time is a factor in response or when the issue is complicated and warrants a face-to-face consult. Any emails sent to the instructors will be read and responded to within 48 hours of receipt (not of sending) during regular work week (M-F, non-holidays). If a matter is time sensitive or an emergency, it is recommended you contact the instructors by phone or through an office visit.

Important announcements, course documents, assignment resources, and some course grades will be posted on Blackboard. You are expected to check the site regularly and be familiar with the information that is there.

Electronic Devices

All electronic devices must be set on vibrate or turned off during class. They may be used to send or receive emergency messages, but may not be used in any other way (including sending and receiving text messages).

Laptops or other tablet devices may be used in class for note-taking or other assigned activities, not for social communication.

Honor Code

All assignments must be completed in accordance with the James Madison University Honor Code. Plagiarism is “copying, writing or presenting as one's own the information, ideas or phrasing of another person without proper acknowledgment of the true source” (JMU Honor Council, August 2009, p15). If student work is submitted without citation of sources, it is considered an honor code violation and established reporting procedures will be followed. It is expected that students understand the JMU Honor Code and the information on avoiding plagiarism from the following sites. (See: www.jmu.edu/honor/code.shtml#TheHonorCode and www.lib.jmu.edu/instruction/learnobjs/Plagiarism.ppsx) In assignments requiring the use of specific technology skills, you are expected to learn to use the equipment in order to complete the assignment yourself.

In this course one or more of your writing assignments may be submitted to the instructor through Blackboard’s SafeAssign plagiarism prevention service as approved by JMU. Your writing assignment will be checked for plagiarism against Internet sources, millions of academic journal articles, the JMU

SafeAssign database, and the SafeAssign Global Reference Database. SafeAssign generates an originality report for the instructor that highlights any blocks of text in your paper that match the above reference sources and allows a line-by-line comparison of potentially unoriginal text from your paper with the matching document sections in the reference sources. Each paper you submit through SafeAssign for this or any class at JMU will be added to the JMU SafeAssign database and later used only to check against other JMU paper submissions. Neither Blackboard nor JMU claim any copyright ownership of your writing submitted through SafeAssign. When you submit your paper through SafeAssign you will be given the choice of whether or not to “opt in” and permanently contribute a copy of your paper to Blackboard’s Global Reference Database. This would protect your original writing from plagiarism at other institutions. However opting in and voluntarily contributing your work to the global database is an individual student decision and not required by your instructor or JMU. For more information about SafeAssign see: [www.jmu.edu/\[web\]](http://www.jmu.edu/[web])"

Practicum Policies

Attendance—Candidates are expected to attend practicum on every scheduled practicum day for the entire time allotted (no tardiness or early dismissals). Supervisors and programs/cooperating educators must be notified of any absences before the program day begins. Discuss early in your practicum the most effective way to contact your cooperating educator.

Absences from class due to family crisis or medical emergency, major religious holidays, active military duty, or your acting as a duly authorized representative of the University at events and times approved by the appropriate dean are considered excused. You must notify the course instructors by no later than the end of the Drop-Add period the first week of the semester of any potential scheduled absences and determine with them what alternative methods exist for completing the missed learning experiences. This allows you to drop the course if it is determined that absences would prevent adequate mastery of the material. Documentation will be required to confirm the absence meets the criteria for excused absence.

The number of days you are expected to attend practicum may vary depending on the school schedule and the assigned day of the week. Your supervisor will determine this. Contact time is established with each program based on the program’s day.

The procedure for documenting attendance at practicum will be determined by the supervisor and cooperating teacher/program.

Make up days—Any make-up days must be approved by the supervisor and cooperating educator. The following parameters apply:

- Any time missed must be made up.
- Make-up time cannot occur during a class’ scheduled naptime.

- Failure to notify your cooperating educator & supervisor in advance of an absence will result in one letter grade drop for each occurrence.
- Unexcused absences (for reasons other than documented personal illness or emergency) will result in one letter grade drop for each occurrence.
- Excused absences not made up will result in one letter grade drop for each occurrence.
- Two absences without proper notification of the cooperating educator/program and supervisor will result in removal from practicum and a failing grade for the course.

Special Days

Assessment Day—Candidates who are not involved in a University assessment must attend practicum. If you are involved in an assessment on your practicum day, you do not need to make up that day. However, you must notify your supervisor and cooperating teacher in advance.

Weather Cancellations—Candidates do not have to make up days missed due to weather-related program closures unless there are extenuating circumstances. In this case, the department chair will make an announcement regarding appropriate make-up. Find out from your cooperating educator how program closures due to weather are announced. If your program site is open but you can not make it due to inclement weather, notify your cooperating educator and supervisor as soon as possible and schedule a make-up day.

JMU Holidays—Candidates are not required to attend practicum on JMU holidays. If JMU classes are cancelled for less than one full day, candidates must attend practicum.

Exam week—Exam week is not a regularly scheduled practicum week. Make –up days can occur during this time.

Banked days/time—Candidates cannot bank days or time to facilitate planned absences.

Professional Development/Conference Days—Candidates should talk to their cooperating educator about whether they should attend. If the cooperating educator feels it would not be helpful, then this would be an excused absence and does not have to be made up.

Professional Behavior:

Students are expected to demonstrate personal and professional behaviors as identified in the *IECE Program Handbook*. Students should use person-first language in all exchanges. Please refer to the “Guidelines for Reporting and Writing About People with Disabilities”

(<http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf>). Commitment to professional growth is expected throughout this course and the IECE Program.

All electronic communication devices must be set on vibrate or turned off during practicum. They may be used to send or receive emergency messages, but may not be used in any other way (including sending and receiving text messages). Please also be aware that profiles on social networking sites, answering machine messages, and email addresses may also be evaluated by others who are looking at you as a beginning professional. Be conscious of the message you convey.

Dress professionally, remembering that you are working with infants, toddlers, and young children. Ask your cooperating educator or program coordinator about the program's dress code. **Be sure you are dressed to be actively involved and will be able to reach and bend without exposing undergarments, cleavage, or midriff.**

Take the initiative to ask about policies specific to your program, such as adult child ratios, bathroom/changing procedures, parking, etc.

Practicum Profile Forms:

All candidates are required to provide their cooperating educator with a Practicum Profile form their first day of practicum.

Confidentiality:

Code names MUST be used in all data collected in practicum and all references made to children or teachers in your written assignments. Refer to your teacher as Mrs./Mr. X. Many programs have strict policies related to taking video and photos. Check with your program to be aware of its policies before planning to use any photographs or videos from practicum in assignments.