



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance**  
**EDSE 659 Curriculum and Methods: Early Childhood Special Education (3:3:0)**  
**Spring 2012**  
**Wednesdays, 4:30-7:10**  
Robinson Hall B220

**Instructor: Syretha O. Storey, Ph.D.**  
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**Office hours: By Appointment Only**

### **Course Description**

**ECED 503:** Explores principles of learning, curriculum development, and relationship between assessment and instruction. Examines role of play and active exploration in learning. Addresses guiding children's behavior and the role of families and culture in children's learning

**EDSE 659:** Explores principles of learning, curriculum development, and relationship among assessment, instruction, and monitoring learning. Examines roles of play and active exploration in learning. Addresses guiding children's behavior and the role of families in children's learning.

**EDSE 659 Prerequisite:** Admission to the Early Childhood Special Education program or permission of instructor.

**ECED 503 and EDSE 659 Note:** Field experience required

### **Nature of Course Delivery**

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

### **Learner Outcomes**

This course is designed to enable students to do the following:

1. Plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
2. Demonstrate how meaningful curriculum activities link to VA Foundations of Learning Standards for Early Childhood Education.
3. Develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.

4. Plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
5. Develop and reflect on various behavior management strategies for culturally, linguistically, and ability diverse young children and their families.
6. Apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds and varying abilities.
7. Analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
8. Utilize problem-solving strategies to address dilemmas encountered in diverse educational and community settings.
9. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
10. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
11. Analyze one's own teaching practices and set appropriate goals for teaching change.
12. Delineate indicators of potential child abuse and recommended steps for appropriate intervention process.

### **Professional Standards**

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

### **Required Texts**

- Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, D.C.: NAEYC.
- Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston: Houghton Mifflin.
- Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early childhood Classroom*. Washington, DC: NAEYC.
- Schickedanz, J. A. (2008). *Increasing the power of instruction: Integration of language, literacy and math across the preschool day*. Washington, D.C.: NAEYC.

### **Recommended Texts**

- Bredenkamp, S., & Copple, C. (Eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington D.C: NAEYC.

### **George Mason University Policies and Resources for Students**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

### ***Collaboration***

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

### ***Ethical Leadership***

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

### ***Innovation***

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

### ***Research-Based Practice***

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-

established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

### ***Social Justice***

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

## **Course Requirements**

### **General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:
 

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that

task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

### Grading Criteria

|              |              |              |             |
|--------------|--------------|--------------|-------------|
| A = 95 – 100 | A- = 90 – 94 | B+ = 87 – 89 | B = 83 – 86 |
| B- = 80 – 82 | C = 70 – 79  | F = < 70     |             |

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

### Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

### Specific Course Assignments

| Assignments  | Due Dates   | Points |
|--|-------------|--------|
| Attendance & Participation                         | Ongoing     | 15     |
| Book Discussion                                    | As Assigned | 15     |
| Curriculum Content Area: Exploration and Resources | As Assigned | 20     |
| Environmental and Curriculum Analysis              | Dec 5       | 45     |
| Post PBA to Taskstream                             | Dec 5       | 5      |
| TOTAL  |             | 100    |

#### Attendance and Participation (Ongoing): 15 points

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

#### Book Discussion (Due: As Assigned): 15 Points

Each student will be responsible for leading a 20-minute discussion about an assigned chapter from the *Increasing the Power of Instruction* and text. Students are expected to lead the discussion and include one hands-on activity to demonstrate key concepts of the chapter as part of the discussion.

#### Curriculum Content Area: Exploration and Resources (Due dates: As Assigned): 20 Points

Students will select and research curriculum content areas and resources to share with classmates. Each group will prepare an interactive/play/center-based presentation to help communicate the importance of this curriculum content area, the key outcomes for children from culturally, linguistically, and ability diverse backgrounds and their families connected to this

area, and examples of activities that would support learning in this area. It is important to consider the student ability levels and developmental and cultural appropriateness for preschool-aged children, especially children with special needs. The in-class presentation should include an interactive activity to enable classmates to explore the curriculum content area.

The handout for this project should include the following:

- A brief statement of the significance of this area and the associated learning outcomes for children from culturally, linguistically, and ability diverse backgrounds;
- An annotated list of at least five key resources that contribute to understanding this area; and
- An annotated list of activity resources that could be used when implementing developmentally and culturally appropriate curriculum or provided to families to support this area of learning.
- Annotations must be written in student's words, providing a brief description of the source, the strengths of the resource as well as concerns about the resource.
  - The topics will include the following: 1) science; 2) creative arts (fine art, drama, dance); 3) story telling and language; 4) social studies; 5) math; 6) physical/large motor activity/movement; 7) literacy; or 8) music. Each presentation is to be 15 minutes maximum.

### **Environmental and Curriculum Analysis (Due dates: Dec 5): 45 Points**

This is the NCATE 3 Assessment of Ability to Plan Instruction that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

### **Course Schedule and Topics**

| <b>Date</b> | <b>Topics</b>  | <b>Readings &amp; Assignments Due</b>   |
|-------------|--|---|
| Jan 25      | Introduction to curriculum   | Developmentally Appropriate Practice Position Statement (online)                        |
| Feb 1       | Becoming a reflective practitioner<br>Beyond discipline  | Hull, et al.- Chapter 3<br>Gartrell - Chapter 1- 3                                      |
| Feb 8       | Research Night   | Groups meet independently to plan presentations   |
| Feb 15      | Investigating curriculum designs and integration across content  | Hyson – Chapter 6<br>Schickedanz—Chapter 1<br><b>Literacy Content Area Presentation</b> |
| Feb 22      | The centrality of culture in early childhood classrooms, including early childhood special education; classroom profile; planning for cultural diversity | Hull, et al. – Ch 1<br><b>Science Content Area Presentation</b>                         |

| Date   | Topics  | Readings & Assignments Due  |
|--------|---|---|
| Feb 29 | Developmentally appropriate practices<br>Teacher-student interactions   | Hyson – Ch 5<br>Gartrell – Ch. 11 and appendix<br>Schickedanz—Chapter 2<br><b>Creative Arts Content Area Presentation</b> |
| Mar 7  | Classroom environment and learning centers<br>Plan/design/refine  | Hull, et al. - Ch 7<br>Gartrell – Chs. 4-7<br><b>Music Content Area Presentation</b>                                      |
| Mar 14 | Spring Break  | No Class  |
| Mar 21 | Curriculum planning, integrated curriculum,<br>developmentally appropriate practice   | Hyson – Ch. 7<br>Gartrell 5-7<br><b>Storytelling &amp; Language Content Area Presentation</b>                             |
| Mar 21 | Curriculum planning, integrated curriculum,<br>developmentally appropriate practice   | Hull, et al. – Ch 5<br><b>Social Studies Content Area Presentation</b>  |
| Mar 28 | Guidance toward an encouraging classroom<br>Anti-bias education approach/cultural<br>identities/coalition building/advocacy/social<br>justice | Gartrell – Chs. 8-10<br>Schickedanz—Chapter 3   |
| Apr 4  | Planning formats<br>Reflecting child-interest and standards<br>The role of observation, data collection, and<br>assessment                    | Hyson – Ch. 8<br>Hull, et al. – Chs. 2, 4<br><b>Photos of classroom environment due</b>                                   |
| Apr 11 | Integrated planning<br>Curriculum development<br>Individualization for all children   | Hull, et al. - Chs. 4, and 8<br>Schickedanz—Chapter 4<br><b>Math Content Area Presentation</b>                            |
| Apr 18 | Play and learning   | Hull, et al. – Ch 6<br>Hyson – Chs. 1-4<br>Schickedanz—Chapter 5<br><b>Motor Content Area Presentation</b>                |
| Apr 25 | Inclusive practices and modifications<br>Role of families and communities in<br>informing curriculum  | Hull, et al. – Chs. 2<br>Schickedanz—Chapter 6<br>Schickedanz—Chapter 7<br>Gartrell – Ch. 4<br>Hyson: Ch. 9               |
| May 2  | Sharing and wrap up   | <b>Environmental and Curriculum Analysis due</b>  |

## **Early Childhood Education NCATE Assessment 3 Ability to Plan Instruction** *Environment and Curriculum Analysis*

Early Childhood Education NCATE Assessment 3 Plan Instruction is the Environment and Curriculum Analysis in ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance and EDSE 459/659 Curriculum and Methods: Early Childhood Special Education. This assessment shows evidence of meeting CEC Standard Elements 4a, 4b, 5a, 5b, 5c, 7a, 7b, 7c, 7e, and 7i and NAEYC Standards 4a and 4b.

### **Assessment Overview**

In this assessment, students will consider the connection between environment and curriculum in relation to individual student learning. They will illustrate their understanding of developmentally effective approaches to connect with children through the environment and curriculum. Students will use knowledge of individual learning differences to develop short- and long-term goals as well as curricula strategies to meet the goals within the context of their general curriculum and environment. Students will do the following:

- Provide rich, detailed description of the classroom to include all aspects of the environment
- Describe links between classroom environment and curriculum being implemented and skills supported through this linkage that can also be generalized across environments and settings
- Describe the environment from the perspective of a child in the classroom to better understand the environment from a developmental, cultural, and accessible perspective
- Develop a plan to improve the environment to better support developmental, curricular, and individual learning goals of children in the classroom
- Discuss specific developmental and/or learning differences of a child whose perspective of environment was discussed through the environment description
- Develop an individual plan, within the context of the general environment and curriculum, that includes materials, organizational structures, interaction strategies, and technology resources to meet the social, emotional, and academic needs of the identified child
- Discuss environmental and curricular strategies that support enhancement of critical thinking, problem solving, performance skills, self-awareness, self-management, self-control, self-reliance, and self-esteem

### **CEC Standard Elements Assessed**

*CEC 4a Evidence-based instructional strategies to individualize instruction for individuals with ELN*

*CEC 4b Selection, adaptation, and use of instructional strategies to promote challenging learning results in general and special curricula and modification of learning environments for individuals with ELN*

*CEC 5a Learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement*

*CEC 5b Environments that value diversity and teach individuals to live harmoniously and productively in a culturally diverse world*

*CEC 5c Environments that encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy*

*CEC 7a Individualized decision-making and instruction*

*CEC 7b Development of long-range individualized instructional plans anchored in both general and special curricula*

*CEC 7c Translation of individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors*

*CEC 7e Selection, adaptation, and creation of materials guided by understanding of effective practice and implications of an individual's exceptional condition*

### **NAEYC Standard Elements Assessed**

*NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children*

*NAEYC 4b Knowing and understanding effective strategies and tools for early education*

### **Students will respond to each of the following steps and questions for the Environment and Curriculum Analysis.**

**Step One:** After reading assigned readings, students will look closely at the classroom environment in their own classroom. They will draw a representation of the classroom to share with the class as part of an in-class activity (*CEC 4b, 5a, 5b, 5c; NAEYC 4a*). Students will do the following:

- Prepare a brief reflection of their environment that does the following:
  - a. Describes the general environment from the teacher's point of view
  - b. Describes their environment from the point of view of the children in the classroom: What messages are conveyed to children? What works well for children? What is difficult for children? How does this point of view differ from the teachers' point of view?
  - c. Illustrates the effect of the environment on interactions between students as well as between teachers, students, families, and specialists
- Discuss, in a class session, the multiple aspects of their environment and include differing perspectives on the accessibility of the environment
- Discuss their current environment in small groups, focusing on understanding the multiple aspects of the environment as well as differing perspectives on the accessibility of the environment
- Share recommendations for modifications in the environment
- Include their brief reflection, initial classroom representation, and comments and recommendations made by classmates in their final paper

**Step Two:** Students will provide a written analysis of the environment (*CEC 4b, 4c, 5a, 5b, 5c; NAEYC 4b*). Students will do the following:

- Write a paper to analyze the current environment that does the following:
  - a. Expands on initial reflection of environment and develops an overall analysis of their current classroom environment, including the affective environment, the social environment, the physical environment, and the temporal environment
  - b. Provides critical analysis of the classroom that integrates recommendations evident in class readings and discussions
  - c. Addresses issues of access and linguistic and cultural responsiveness as discussed in readings
  - d. Discusses ways in which the classroom is an encouraging environment
  - e. Discusses environment from a family perspective
- Provide recommendations to improve the effectiveness of the environment to meet student learning needs by doing the following:
  - a. Prepare a plan for adaptations to the environment based on their analysis, the readings, and the in-class discussion
  - b. Make recommendations that address the physical, social, affective, and temporal environment as well as accessibility, linguistic and cultural responsiveness, and children and family perspectives
  - c. Discuss how to ensure the environment supports critical thinking, problem-solving, self-awareness, self-management, self-control, self-reliance, and self-esteem
  - d. Complete the analysis with a sketch of their plan for an optimal room arrangement and discussion of how they think this arrangement addresses the issues raised in class, the readings, and their analysis of the current environment: How will they move toward creating and maintaining this optimal environment?

**Step Three:** Students will prepare a written plan for one child based on understanding of the child and analysis of the environment (*CEC 7a, 7b, 7c, 7e, 7i, 4a, 4b; NAEYC 4a, 4b*). Students will do the following:

- **Part 1.** Describe what is known about the child to include interests, strengths, learning style, skills, learning or developmental needs. Why was this child selected for this plan? Include aspects of environment (physical, temporal, social, and affective) that support the child and/or exasperate challenges for the child. Include sources such as observation notes, work samples, assessments, notes from IEP, notes from family communications, etc. in appendices.
- **Part 2.** Develop an individual plan to support outcomes for the child. Consider social, emotional, and academic needs within the context of the general environment and the curriculum. The plan should include the following:
  - a. Long-range goal as well as short-range goals and objectives to address different developmental and academic areas.

- b. Strategies that include the following:
  - 1) environmental strategies
  - 2) materials
  - 3) interaction strategies
  - 4) curriculum supports
  - 5) differentiation strategies
  - 6) large-group, small-group, center-based, and/or individual supports
  - 7) goals and strategies related to culture, language, and family
  - 8) specific adaptations or accommodations to include technology, resource specialists, etc.
- **Part 3.** Reflect on the individual plan and environmental modification plans. Include reflections about the following:
  - a. Individual plan as it relates to recommendations for enhancing effectiveness of environment
  - b. Individual plan as it relates to relationships with family
  - c. Additional environmental changes discussed and their impact on the classroom environment as a whole
  - d. On-going assessment of goals and objectives for individual child
- **Appendices** may include the following:
  - a. Artifacts to support what you know about a child
  - b. References used and cited in paper

**Note:** Students must upload all documents to Task Stream. They can upload more than one file on TaskStream.

| ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)   | Assessment Measure Descriptions  |   |  |                                      |
|--|--|---|--|--------------------------------------|
|  | Exceeds Criteria   | Meets Criteria  | Partially Meets Criteria   | No Evidence                          |
| <b>Early Childhood Education PK-3 NCATE ASSESSMENT 3 Ability to Plan Instruction Environment and Curriculum Analysis</b> |  |   |  |                                      |
| <b>ECED 403/503 Inclusive Curriculum for Diverse Young Learners: Planning Instruction and Guidance</b>                   |  |   |  |                                      |
| <b>NAEYC Standard 4: Using Developmentally Effective Approaches to Connect With Children and Families</b>                |  |   |  |                                      |
| 4a: Understanding positive relationships and supportive interactions as the foundations of their work with children      | Provides in-depth written analysis that integrates readings, class discussions, and site experiences with discussion of the impact of environment for developing positive relations and interactions and identifies strategies that encourage positive social interactions | Provides written analysis includes discussion of the impact of the environment for developing positive relationships and interactions and identifies strategies that encourage positive social interactions that links readings, class discussions, and site experiences. | Provides minimal analysis of environment that may lack a discussion of the impact for developing positive relationships and interactions and identifies few strategies that encourage positive social interactions and links readings, class discussions, and site experiences | Does not provide documented evidence |
| 4b: Knowing and understanding effective strategies and tools for early education   | Provides in-depth discussion that integrates readings, class discussions, and site experiences with recommendations for environmental modifications that support individual learning goals and promote a challenging learning environment                                  | Discusses environmental modifications that support individual learning goals and promote a challenging learning environment and are linked to readings, class discussions, and site experiences   | Provides minimal discussion of environmental modifications that support individual learning goals and/or learning environment and includes minimal or no links to readings, class discussions, or site experiences   | Does not provide documented evidence |

| ECE PROGRAM<br>OUTCOME<br>STANDARDS<br>(Aligned With State<br>and CEC Standards)  | Assessment Measure Descriptions   |   |  |  |
|---|---|---|--|--|
|   | Exceeds<br>Criteria   | Meets Criteria  | Partially Meets<br>Criteria  | No Evidence  |
| <b>Early Childhood Special Education NCATE ASSESSMENT 3 Ability to Plan Instruction<br/>Environment and Curriculum Analysis<br/>ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance</b> |   |   |  |  |
| CEC 4a Evidence-based instructional strategies to individualize instruction for individuals with ELN  | Identifies a variety of evidence-based strategies in the individual plan for a child  | Identifies at least two evidence-based strategies in the individual plan for a child  | Identifies less than two evidence-based strategies and/or references evidence-based strategies briefly in the individual plan for a child  | Does not provide evidence-based strategies identified in the individual plan for a child   |
| CEC 4b Selection, adaptation, and use of instructional strategies to promote challenging learning results in general and special curricula and modification of learning environments for individuals with ELN               | Provides thorough discussion of the environmental modifications that strengthen identified strategies that support learning goals and promote challenging learning in the individual plan for a child | Discusses environmental modifications that strengthen identified strategies that support learning goals and promote challenging learning in the individual plan for a child | Comments briefly upon environmental modifications made but makes no strong connection with instructional strategies to support learning goals in the individual plan for a child | Does not provide discussion of environmental modifications provided  |
| CEC 5a Learning environments that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement   | Writes a thorough analysis of environment that addresses all components to provide a positive, safe, healthy, and culturally and emotionally supportive environment                                   | Writes analysis of environment that addresses components to provide a positive, safe, healthy, and culturally and emotionally supportive environment                        | Writes analysis of environment that addresses few components to provide a positive, safe, healthy, and culturally and emotionally supportive environment                         | Does not write an analysis that addresses components to provide a positive, safe, healthy, and culturally and emotionally supportive environment |
| CEC 5b Environments that value diversity and teach individuals to live harmoniously and productively in a culturally diverse world  | Writes thorough analysis of environment that addresses all components to value diversity and engage harmoniously and productively   | Writes analysis of environment that addresses components to value diversity and engage harmoniously and productively  | Writes analysis of environment that addresses few components to value diversity and engage harmoniously and productively   | Does not write an analysis that addresses components to value diversity and engage harmoniously and productively                                 |

|  |  |   |  |   |
|--|--|---|--|---|
| CEC 5c Environments that encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy  | Writes analysis of environment that thoroughly addresses all components to support independent learning, motivation, advocacy, and empowerment   | Writes analysis of environment that addresses components to support independent learning, motivation, advocacy, and empowerment   | Writes analysis of environment that addresses few components to support independent learning, motivation, advocacy, and empowerment  | Does not write analysis that addresses components to support independent learning, motivation, advocacy, and empowerment              |
| CEC 7a Individualized decision making and instruction  | Writes thorough discussion of how individual learning needs and goals are supported and Makes and proposes appropriate decisions about instructional strategies for the described child in the individual plan | Writes discussion of how individual learning needs and goals are supported and Makes and proposes appropriate decisions about instructional strategies for the described child in the individual plan | Writes discussion of how individual learning needs and goals are supported and may or may not make and propose appropriate decisions about instructional strategies for the described child in the individual plan or Provides a discussion of how individual learning needs and goals are supported but is disconnected from the focused individual | Does not provide evidence that decisions made and instructional strategies are appropriate the described child in the individual plan |
| CEC 7b Development of long-range individualized instructional plans anchored in both general and special curricula   | Identifies more than one long-range and short-range goal for child and discusses plans for supporting these goals within the individual plan for a child   | Identifies one long-range and short-range goals for child and discusses plans for supporting these goals within the individual plan for a child   | May or may not identify a long-range or a short-range goal for child and may or may not discuss plans for supporting these goals within the individual plan for a child  | Does not identify long- range or short-range goals nor is a plan to support goals discussed   |
| CEC 7c Translation of individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors | Identifies more than two short-range objective within the individualized plan for a child that thoroughly integrates described child’s abilities and needs, the environment, culture, and language             | Identifies two short-range objective within the individualized plan for a child that integrates described child’s abilities and needs, the environment, culture, and language                         | May or may not identify a short-range objective within the individualized plan and does not clearly integrates described child’s abilities and needs, the environment, culture, and language   | Does not identify short-range objectives within individual plan   |

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| CEC 7e Selection, adaptation, and creation of materials guided by understanding of effective practice and implications of an individual's exceptional condition | Identifies a variety appropriate and creative materials that support learning for the described child in the individual plan   | Identifies appropriate materials that support learning for the described child in the individual plan   | May identify materials but they are not appropriate to support learning for the described child in the individual plan   | Does not identify specific materials appropriate to support learning for the described child |
| CEC 7i Use of technologies to support instructional planning and individualized instruction   | Identifies a variety of technology used to support individualized instruction and necessary accommodations or adaptations for the described child in the individual plan | Identifies technology of used to support individualized instruction and/or necessary accommodations or adaptations for the described child in the individual plan | May or may not identify technology used or technology identified does not support the individualized instruction of the described child in the individual plan | Does not identify use of technology for the described child in the individual plan           |