



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 403.001 Inclusive Curriculum for Young Learners:
Planning Instruction and Guidance (3:3:0)
Spring 2014
Wednesdays, 4:30PM-7:10PM
Planetary Hall 124**

Instructor: Debra Fulcher
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Office hours: By Appointment Only

Course Description

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

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. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
9. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
10. 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

Bullard, J. (2013). *Creating environments for learning: Birth to age 8* (2nd edition). Pearson Education Inc., New Jersey.

Kostelink, M., Soderman, A., & Whiren, Alice. (2010). *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education* (5th edition). Pearson Education Inc., Ohio.

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://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

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

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 and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe 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 and live online 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. 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. 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 formal written assignments 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://infoguides.gmu.edu/content.php?pid=39979>. 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	D = 60 – 69	F = < 60

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

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, NCATE Assessment 3 Instructional Planning Analysis, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Curriculum Content Area: Exploration and Resources	As Assigned	30
Post PBA to TaskStream	May 7	5
Instructional Planning Analysis	May 7	50
TOTAL		100

Attendance and Participation (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.

Curriculum Content Area: Exploration and Resources (35 points) (Due dates: As Assigned)

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 30 minutes maximum.

Instructional Planning Analysis (50 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

Date	Topics	Readings & Assignments Due
Jan 22	Introduction to curriculum	Developmentally Appropriate Practice Position Statement (online)
Jan 29	Becoming a reflective practitioner Beyond discipline	Kostelnik, et al. Chapter 1
Feb 5	Linking Cycle of Learning to teaching Effective Teaching Strategies	Kostelnik, et al. Chapter 2 Bullard, J. Chapter
Feb 12	Investigating curriculum designs and integration across content	Kostelnik, et al. Chapter 12 Bullard, J. Chapter Literacy Content Area Presentation
Feb 19	The centrality of culture in early childhood classrooms, including early childhood special education; classroom profile; planning for cultural diversity	Kostelnik, et al. Chapter 11 Bullard, J. Chapter Science Content Area Presentation
Feb 26	Developmentally appropriate practices Teacher-student interactions	Kostelnik, et al. Chapter 9 Creative Arts Content Area Presentation
March 5	Classroom environment and learning centers Plan/design/refine	Kostelnik, et al. Chapter 5 Bullard, J. Chapter Music Content Area Presentation
March 12	George Mason University Spring Vacation No Class	
March 19	Curriculum planning, integrated curriculum, developmentally appropriate practice	Kostelnik, et al. Chapter 3 Bullard, J. Chapter Storytelling & Language Content Area

Date	Topics	Readings & Assignments Due
		Presentation Environmental Analysis: Part 1
March 26	Curriculum planning, integrated curriculum, developmentally appropriate practice	Kostelnik, et al. Chapter 4 & Chapter 14 Social Studies Content Area Presentation
Apr 2	Guidance toward an encouraging classroom Anti-bias education approach/cultural identities/coalition building/advocacy/social justice	Kostelnik, et al. Chapter 6 & Chapter 10
Apr 9	Planning formats Reflecting child-interest and standards The role of observation, data collection, and assessment	Kostelnik, et al. Chapter 7 Bullard, J. Chapter Photos of classroom environment due Environmental Analysis: Part 2
Apr 16	Integrated planning Curriculum development Individualization for all children	Kostelnik, et al. Chapter 16 Math Content Area Presentation
Apr 23	Play and learning	Kostelnik, et al. Chapter 13 & Chapter 15 Motor Content Area Presentation Environmental Analysis: Part 3
April 30	Inclusive practices and modifications Role of families and communities in informing curriculum	Kostelnik, et al. Chapter 8 Bullard, J. Chapter
May 7	Sharing and wrap up	Instructional Planning Analysis DUE Upload to Taskstream Bring a laptop to class

Early Childhood Education NCATE Assessment 3 Ability to Plan Instruction

Instructional Planning Analysis

Early Childhood Education PK-3 NCATE Assessment 3 is Environment and Curriculum Analysis in ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance. This assessment shows evidence of meeting NAEYC Standard Elements 4a and 4b.

Assessment Overview

In this assessment, candidates will document knowledge of instructional strategies and planning through an intensive investigation of the connections 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. Candidates will use knowledge of individual learning differences to develop long-range instructional plans and shorter-range goals and objectives as well as instructional strategies to individualize instruction for children with exceptional learning needs within the context of their general curriculum and environment. Candidates will do the following:

- Provide a rich, detailed description of a classroom.
- Describe links between classroom environment and curriculum.
- Describe the environment from the perspective of a child in the classroom.
- Develop a plan to improve environment.
- Analyze interactions during a child-initiated activity.
- 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.

NAEYC Standards 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

Assessment Procedures

Candidates will investigate the classroom environment from multiple perspectives and prepare a paper that integrates analyses of the environment and interactions during a child-initiated activity with a long-range individualized instructional plan that includes shorter-range goals and objectives and identifies instructional strategies and changes needed in the environment to support a child's learning outcomes.

Step One: Prepare a written analysis of the classroom environment. *(NAEYC 4a)*

Candidates will provide a written analysis of the classroom environment and recommendations to improve the effectiveness of the environment to meet the learning needs of all children. They will write a paper that provides an in-depth analysis of their classroom environment. Candidates will do the following:

- a. Describe and analyze the general environment from the teacher's point of view to include the affective environment, the social environment, the physical environment, and the temporal environment.
- a. Describe and analyze the environment from the classroom children's point of view: 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?
- b. Describe and analyze ways in which the environment promotes active engagement; encourages independence; and values all children with diverse abilities, culture, or language.
- c. Discuss the accessibility of the environment. How does the environment support children with exceptional learning needs?
- d. Illustrate the effect of the environment on interactions between students as well as between teachers, students, families, including families from diverse backgrounds, and specialists.
- e. Discuss and analyze the classroom environment from the family perspective and how the environment welcomes and includes families from diverse backgrounds.

Step Two: Interact with a child with a developmental or learning difference and record a conversation with the child during a child-initiated activity within the general environment. *(NAEYC 4a)*

Candidates will integrate their understanding of positive and supportive relationships with children in a written analysis as they do the following:

- a. Review the taped conversation and describe and analyze ways in which the child demonstrates engagement with the classroom community of learners;
- b. Describe strategies used with the child to encourage responsiveness to open-ended questions and participation in feedback loops with the teacher; and
- c. Describe strategies used to encourage personal connections with the child.

Step Three: Prepare an instructional plan for the same identified child in Step Two and based on an understanding of the child as well as an analysis of environment. (NAEYC 4a, 4b)

Candidates will develop an individualized plan for a child with developmental or learning differences within the context of general environment and curriculum that includes the following:

- a. A description of the individual child that includes his or her age and developmental skill level and learning differences
- b. At least two measurable annual goals and two shorter-range objectives for each annual goal
- c. Descriptions of at least four instructional strategies that reflect the child's language, culture, and family background and address the goals and objectives and include the following:
 - i. Plans for implementation
 - ii. Changes to enhance the environment to support achievement of short-range objectives and long-term goals (Changes may include access to include use of materials, organizational structure modifications, specific interaction strategies, and appropriate technology resources.)
 - iii. Specific adaptations or accommodations, including the use of appropriate technology
- d. Candidates will respond to the following questions:
 - i. How does your analysis of your classroom environment and recommendations for change support individual learning needs and goals for this child?
 - ii. What is the impact of changes and modifications suggested for an individual child on other children and the environment as a whole?
 - iii. How will you evaluate success?

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education NCATE ASSESSMENT 3 Ability to Plan Instruction Environment and Curriculum Analysis ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance				
NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children	Analyzed current environment and identified more than three ways it promotes active engagement, values diversity, encourages independence, and promotes and supports positive relationships with children AND Analyzed interactions during a child- initiated activity and described more than three strategies used to promote positive relationships and support interactions	Analyzed current environment and identified three ways it promotes active engagement, values diversity, encourages independence, and promotes and supports positive relationships with children AND Analyzed interactions during a child-initiated activity and described three strategies used to promote positive relationships and support interactions	Analyzed current environment and identified fewer than three ways it promotes active engagement, values diversity, encourages independence, and/or promotes and supports positive relationships with children AND/OR Analyzed interactions during a child-initiated activity and described fewer than three strategies used to promote positive relationships and support interactions	Did not analyze current environment and interactions during a child- initiated activity

<p>NAEYC 4b Knowing and understanding effective strategies and tools for early education</p>	<p>Developed an individualized plan for a child that included the following: more than two long-term goals and more than two short-term goals for each long-term goal AND descriptions of more than four instructional strategies that reflect the child's language, culture, and family background and address the goals and objectives AND descriptions of more than two ways to improve the environment to promote active engagement, support individual learning goals, and promote a challenging learning environment</p>	<p>Developed an individualized plan for a child that included the following: two long-term goals and two short-term goals for each long-term goal AND descriptions of four instructional strategies that reflect the child's language, culture, and family background and address the goals and objectives AND descriptions of two ways to improve the environment to promote active engagement, support individual learning goals, and promote a challenging learning environment</p>	<p>Developed an individualized plan for a child that included the following: Fewer than two long-term goals and two short-term goals for each long-term goal AND/OR descriptions of fewer than four instructional strategies that reflect the child's language, culture, and family background and address the goals and objectives AND/OR descriptions of fewer than two ways to improve the environment to promote active engagement, support individual learning goals, and promote a challenging learning environment</p>	<p>Did not develop an individualized plan for a child</p>
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