

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 511.DL1 Developing Language, Literacy, and Communication
of Diverse Young Learners

3 Credits, Spring 2017

Saturday/ 9:00 – 11:40 am

Thompson Hall L004

NET: January 23 – May 17

Face-to-Face Class Sessions: January 28, February 25, March 11,
April 1, April 15, April 29, and May 13

Faculty

Name: Leslie La Croix, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1200
Office Phone: 703-993-4588
Email Address: llacroix@gmu.edu

Prerequisites/Corequisites

ECED 401 or ECED 501 and ECED 403 or ECED 503 or Approval of course instructor

University Catalog Course Description

Examines strategies to develop language, literacy, and communication in young children with varying abilities. Explores the importance of adult-child interaction and the effect of bilingualism, cultural diversity, cognitive ability, and language disorders.

Notes: Field Experience Required.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid format.

Learner Outcomes or Objectives

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

1. Explain the goals, benefits, and uses of assessment, including its use in the development of appropriate goals, curriculum, and teaching strategies for diverse young children.
2. Create, select, and use technically sound (i.e., valid and reliable) classroom-based formal and informal assessments for diverse young children that minimize bias, including observation, documentation, and other appropriate assessment tools, technologies, and approaches.
3. Use knowledge of measurement principles and practices to interpret assessment results, guide educational decisions, and inform ongoing planning and instruction for children

- with special learning needs.
4. Describe ways to partner with families and professional colleagues to build effective learning environments.
 5. Explain the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices and the attainment of essential skills in a standards-based environment.
 6. Describe state assessment programs and accountability systems, including assessments used for student achievement goal setting and determining student academic progress.
 7. Students will explain legal and ethical aspects of assessment.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:

CEC Standard Elements

CEC 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

CEC 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

NAEYC Standard Elements

NAEYC 3a Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

NAEYC 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection

NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Brantley, D. K. (2007). *Instructional assessment of English language learners in the K-8 classroom*. Boston, MA: Pearson.

Mindes, G., & Jung, L. A. (2014). *Assessing young children* (5th ed.). Upper Saddle, NJ: Pearson.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance and Participation (Submit Rubric)	Ongoing Submit rubric to Blackboard by May 13	15
Field Experience <ul style="list-style-type: none"> Field Placement Approval Form (1 point) Field Placement Documentation Form (9 points) 	Approval Form Due: February 4 Documentation Form Due: April 29	10
Part 1: Child Portfolio Introduction	Submit to Blackboard February 18	5
Part 2: Child Portfolio Assessments	Submit to Blackboard March 25	30
Part 3: Child Portfolio Child Portrait	Submit to Blackboard April 1	10
Part 4: Child Portfolio Instructional Plan	Submit to Blackboard April 22	15
Part 5: Guiding Principles Statement	Submit to Blackboard Wednesday, May 10	15
Individual Child Assessment Portfolio --All sections of the Individual Child Assessment Portfolio	Submit to Tk20 through Blackboard Saturday, May 13 (or earlier)	Final Grade will not be submitted until the entire Individual Child Assessment Portfolio is submitted.
TOTAL		100

- **Assignments and/or Examinations**

Field Experience

This course requires a minimum of 15 hours field experience. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form they will be asked to indicate how their placement will be arranged. For the Fall 2016 term, they have three options for fulfilling their field placement requirement.

Option 1:

- They may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- They will need to have access to observing and selecting a target child. Their target child needs to be either currently receiving early childhood special education services in a setting that supports children birth through age five *or* the child is currently enrolled in a prekindergarten, kindergarten, first, second, or third grade general education setting.
- They will need to be able to complete the Individual Child Assessment Portfolio Performance-Based Assessment with their target child.

Option 2:

- They may complete their field experience (including observations and/or case studies) at the George Mason University Child Development Center.
- They will need to complete a basic background check and attend a mini volunteer training session that ensures they are aware of policies governing the Child Development Center.
- The CDC teacher will help them identify a target child to complete the Individual Child Assessment Portfolio Performance-Based Assessment.
- As verification of their field experience, they must submit to blackboard the following items.

Option 3:

- They may request placement in prekindergarten, kindergarten, first, second, or third grade general education setting through the field placement office <https://cehd.gmu.edu/endorse/ferf>.
- The field placement office will arrange a placement for you in a specific school with a specific teacher.
- They will need to be able to complete the Individual Child Assessment Portfolio Performance-Based Assessment with their target child.

Documenting the Field Experience (10 points)

- They will upload the ***Field Experience Placement Approval Form***. In this form they will provide a statement confirming that they have completed the online “Field Experience Request Form” and they will provide information to the instructor about where and how they will complete the field experience (1 point).
- Upon completion of their field experience hours, they will provide documentation of their experience (9 points).
- If they completed the field experience within their own setting, they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard.
- If they attended a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentoring teacher on site.

Individual Child Assessment Portfolio Performance-Based Assessment (75 points, submitted in parts)

This is Key Assessment 6 Individual Child Assessment Portfolio that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard.

- **Other Requirements**

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) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

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

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.

Professional Dispositions

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

Class Schedule

Face-to-Face Class Sessions: January 28, February 25, March 11, April 1, April 15, April 29, and May 13

Class	Topics	Assignments & Readings Due
January 28	English Language Learners in Today's K-8 Classroom & Introduction to a Comprehensive Assessment System for Young Learners	Brantley (2007) Chapter 1 & Mindes & Jung (2015) Chapter 1
February 4 Online	Instructional & Theoretical Foundations of Assessment & Observation as the Key Method in the System	Brantley (2007) Chapter 3 Mindes & Jung (2015) Chapter 3 Field Experience Placement Approval Form Due
February 11 Online	Putting the Pieces Together & Building a Child Study & Assessment Tools and Resources	Brantley (2007) Chapter 10 Mindes & Jung (2015) Chapter 8 & Brantley (2007) Appendix (all) Mindes & Jung (2015) Appendix (all)
February 18 Online	Oral Language and Vocabulary Assessment and Development & Choosing and Using the Right Measure	Brantley (2007) Chapter 4 Mindes (2015) Chapter 5 Part 1: Introduction Due
February 25	Special Issues in Preschool Assessment & Special Issues in Primary Grades	Mindes & Jung (2015) Chapters 10 Mindes & Jung (2015) Chapter 11

March 4 Online	Reading Acquisition in the Primary and Secondary Language & Special Issues in Infant and Toddler Assessment	Brantley (2007) Chapter 5 Mindes & Jung (2015) Chapter 9
March 11	Assessment and Development of Concepts of Print, Phonemic Awareness, and the Alphabetic Principle & Using Basic Concepts of Measurement	Brantley (2007) Chapter 6 Mindes & Jung (2015) Chapter 4
March 18	<i>No Class: Spring Break</i>	
March 25 Online	Assessment and Development of Word Identification, Comprehension, and Reading Fluency & Assessment and Development of Written Language and Spelling	Brantley (2007) Chapter 7 Brantley (2007) Chapter 8 Part 2: Assessments Due
April 1	Instructional Assessment in Practice: A Case Study & Assessment and Planning or Intervention	Brantley (2007) Chapter 11 Mindes & Jung (2015) Chapter 6 Part 3: Child Portrait Due
April 8 Online	Developing Family Partnerships in Assessment	Mindes & Jung (2015) Chapter 2
April 15	Assessment in the Content Areas	Brantley (2007) Chapter 9
April 22 Online	Conferencing, Grading, and Reporting	Mindes & Jung (2015) Chapter 7 ONLINE Part 4: Child Portfolio Instructional Plan Due
April 29 Online	Work Session on your own finalize case study Developing the Guiding Principles Paper: Your goal is to review the additional articles presented throughout the course within our course content folders. These articles will inform your instructional plans as well as help	Readings Self Selected from Across Course Content Folders Field Experience Documentation Form Due

	you begin to develop your guiding principles.	
May 6 Online	Guiding Principles Paper Peer Review Time Professional Dispositions Self-Evaluation	Readings To Be Determined as Needed
Part 5: Guiding Principles Paper Due Wednesday, May 10		
May 13	<i>Final Class Session</i> Come prepared to share your guiding principles, final thoughts about your assessment project, and celebrate your hard work this semester. Final Grade will not be issued until Entire Portfolio is uploaded to TK20.	Complied Child Portfolio (Parts 1, 2, 3, 4, and 5) will be submitted on TK20 via Blackboard May 13 Attendance and Participation Rubric Due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.