

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

ECED 503.001, P01 Inclusive Curriculum for Young Learners: Planning Instruction and
Guidance

3 Credits, Spring 2017
Tuesday/ 4:30 – 7:10 pm
Thompson Hall L019, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog 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.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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 *Virginia Standards of Learning* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.
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/child guidance 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.

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:

Not Applicable

Required Texts

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

Bullard, J. (2013). *Creating environments for learning: Birth to age 8* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Kostelink, M., Soderman, A., & Whiren, A. (2013). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). Columbus, OH: Pearson Education.

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 & Participation	Ongoing	15
Child Guidance Group Presentation	As Assigned	15
Field Experience <ul style="list-style-type: none"> • Field Experience Placement Approval Form • Field Experience Documentation Form (after completion of Field Experience hours) • Field Experience Observation and Reflection 	January 31 May 2 May 2	1 9 20
Instructional Plan <ul style="list-style-type: none"> • Part 1: Introducing and Considering the Child • Part 2: Establishing Positive Relationships and Instructional Strategies • Part 3: Developing a Lesson Plan 	March 7 March 28 April 25	10 10 20

TOTAL		100
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- **Assignments and/or Examinations**

Child Guidance Group Presentation (15 points)

Students will work with classmates to select an article from a group of articles provided by the instructor that is related to the topic positive guidance for young children. A group of approximately two to three students will be responsible for presenting information and facilitating a discussion related to their chosen article during an assigned class session. The discussion must include a handout and an interactive activity to enable classmates to explore the topic presented. The presentation should not exceed thirty minutes. Students will select their topic and date of presentation during the second class.

Field Experience

Field Experience Documentation (10 points)

This course requires a minimum of 15 hours field experience in an early childhood education classroom (PreK through third grade). 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.

Students 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, students 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.

Field Experience Observation and Reflection (15 points)

Students will develop a five-page report that discusses the following points about the early childhood education classroom setting observed during the field experience:

- Overview of the classroom arrangement;
- Description of meaningful curriculum activities observed and how they reflect various developmental areas/domains;
- Adaptations and modifications for children with special needs, cultural differences, etc.;
- Augmentative and/or assistive technology;
- Specific behavior management strategies observed; and
- Suggestions for enhancing the curriculum and classroom environment.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Instructional Plan (40 points)

This is Key Assessment 3 Instructional Plan that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted to Tk20 on Blackboard. See the attached assessment description and scoring rubric.

- **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

Class	Topics	Assignments & Readings Due
January 24	Introductions Syllabus Assignments Introduction to Curriculum	NAEYC Developmentally Appropriate Practice Position Statement (see BB) Kostelnik et al.: Ch 1
January 31	Positive Relationships Supportive Teacher-Student Interactions	Bullard: Ch 1, 2 Kostelnik et al.: Ch 2 DUE: Sign Up for Child Guidance Group Presentation DUE: Field Experience Placement Approval Form
February 7	Child Guidance Behavior Management Strategies Considerations (cultural, language, ability)	Kostelnik et al.: Ch 6
February 14	Physical Layout of Classroom Organizing the Classroom and Routines Inclusive Settings	Bullard: Ch 3, 5 Kostelnik et al.: Ch 5

Class	Topics	Assignments & Readings Due
February 21	Developmentally Appropriate Practice Positive Relationships Supportive Teacher-Student Interactions Language Development Augmentative Communication Assistive Technology	Bullard: Ch 2 Kostelnik et al.: Ch 12
February 28	Review of Virginia Standards Context of National, State, and Local Standards Using Standards to Guide Practice DAP	TBD DUE: Child Guidance Group Presentation 1, 2, 3
March 7	Effective Instructional Strategies Responsiveness (student interests and preferences, motivation and interaction styles, developmental level, culture) Cognitive Development Literacy, Math, and Science Centers	Bullard: Ch 4, 10, 11, 12 Kostelnik et al.: Ch 11 DUE: Instructional Plan Part 1
March 14	Spring Break: No Class	
March 21	Effective Instructional Strategies Facilitating Functional Development	Kostelnik et al.: Ch 3, 4 DUE: Child Guidance Group Presentation 4, 5, 6
March 28	Integrating Content/Curriculum Addressing the Needs of Individual Students Physical, Motor, and Adaptive Development Sensory and Building Centers	Bullard: Ch 8, 9 Kostelnik et al.: Ch 3, 4, 13 DUE: Instructional Plan Part 2

Class	Topics	Assignments & Readings Due
April 4	DAP Across the Grade Levels Curriculum Planning	Bullard: Ch 4 Kostelnik et al.: Ch 16 DUE: Child Guidance Group Presentation 7, 8
April 11	Child Guidance Behavior Management Strategies Considerations (cultural, language, ability) Affective and Social Development Dramatic Play Centers	Bullard: Ch 7 Kostelnik et al.: Ch 10, 14
April 18	Family Engagement Aesthetic Development Art and Music Centers	Bullard: Ch 13, 14, 18 Kostelnik et al.: Ch 8, 9
April 25	Linking Cycle of Learning and Teaching Progress Monitoring	Kostelnik et al.: Ch 7 DUE: Instructional Plan Part 3
May 2	Reflective Teaching Practices Instructional Plan	TBD DUE: Field Experience Documentation Form DUE: Field Experience Observation and Reflection
May 9	Reading Day: No Class	
May 16	Finalized Instructional Plan Due to Tk20	

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://coursessupport.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/>.