

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

ECED 503.003/P02 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance  
3 Credits, Fall 2018  
Tuesdays/ 4:30 – 7:10 pm  
Thompson Hall L028, Fairfax Campus

**Faculty**

Name: Bweikia Steen, Ed.D.  
Office Hours: Tuesdays and Thursdays, 2-4:15pm, and by appointment  
Office Location: Thompson Hall 1101, Fairfax Campus  
Office Phone: (703) 993-5321  
Email Address: [bsteen2@gmu.edu](mailto:bsteen2@gmu.edu)

**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. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**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 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.

**Professional Standards** (Council for 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 1.2 *Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.*

CEC 2.1 *Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions.*

CEC 3.1 *Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.*

CEC 5.1 *Beginning special educators consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities*

CEC 5.3 *Beginning special educators are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities*

**NAEYC Standard Elements**

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

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, including appropriate uses of technology*

NAEYC 5a *Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies*

**Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Bullard, J. (2017). *Creating environments for learning: Birth to age 8* (3rd ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 9780134014555

Kostelink, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). Columbus, OH: Pearson Education. ISBN: 9780133351774

### 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	September 18	15
Field Experience <ul style="list-style-type: none"> <li>• Field Experience Placement Approval Form</li> <li>• Field Experience Documentation Form (after completion of Field Experience hours)</li> <li>• Field Experience Observation and Reflection</li> </ul>	September 11 December 4 December 4	1 9 20
Instructional Lesson Plan <ul style="list-style-type: none"> <li>• Part 1: Introducing and Considering the Child</li> <li>• Part 2: Establishing Positive Relationships and Instructional Strategies</li> <li>• Part 3: Developing a Lesson Plan</li> </ul>	October 2 October 30 November 13 December 12	10 10 20
<b>Compiled Instructional Plan due to Tk20 through Bb</b>		
<b>TOTAL</b>		<b>100</b>

- **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 three to four 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 30 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 (20 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:

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

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)**

The Key Assessment 3 Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan 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 participate and lead one discussion group based on course readings and lead one ice breaker activity
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

*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).

### **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 website 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.
5. 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 = 80-86    C = 70-79    F = < 70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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. See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

DATE	TOPIC	ASSIGNED READING	WORK DUE
Week 1 Aug. 28	<u>Introductions</u> <u>Syllabus and Assignments</u>  <u>Introduction to Curriculum</u>	NAEYC Developmentally Appropriate Practice Position Statement (see BB)	
Week 2 Sept. 4	<u>Brain research</u> <u>Positive Relationships</u>  <u>Supportive Teacher-Student Interactions</u>  <u>Family Engagement</u>  <u>Sign Up for Child Guidance Group topic and presentation</u>	Bullard, Ch. 1, 2 Kostelnik et al., Ch.1, 2	Field Experience Approval Form Child guidance group/topic/planning time Discussion leader #1
Week 3 Sept. 11	<u>Child Guidance</u> <u>Behavior Management Strategies</u> <u>Considerations (cultural, language, ability)</u>	Bullard, Ch. 18 Kostelnik et al., Ch. 6 and 8	Discussion leader #2 Ice breaker #1 Field experience placement form due
Week 4 Sept. 18	Child Guidance Group presentation		Ice breaker #2 Child guidance group presentation
Week 5 Sept. 25	<u>Physical Layout of Classroom</u> <u>Organizing the Classroom and Routines</u>  <u>Inclusive Settings</u>	Bullard, Ch. 3, 5 Kostelnik et al., Ch. 5	Discussion leader #3 Ice breaker #3
Week 6 Oct. 2	<u>Review of Virginia Standards</u> <u>Context of National, State, and Local Standards</u>  <u>Using Standards to Guide Practice</u>  <i>Lesson Plans: Standards and Objectives</i> Backwards Design Integrating curriculum	Review of SOLs and Foundation Blocks for Early Learning (see Blackboard) Kostelnik et al, Ch. 15 and 16	Instructional Plan Part 1 Ice breaker #4
Oct. 9	Fall Break – NO CLASS		

DATE	TOPIC	ASSIGNED READING	WORK DUE
Week 7 Oct. 16	<u>Developmentally Appropriate Practice</u> <u>Cognitive Development/ Social-emotional</u>  <u>Responsiveness (student interests and preferences, motivation and interaction styles, developmental level, culture)</u> <u>Incorporating Technology</u>	Bullard, Ch. 15 Kostelnik et al, Ch. 9, 10, 11	Discussion leader #4 Ice breaker #5 Bring laptops/tablets- Technology
Week 8 Oct. 23	<u>Effective Instructional Strategies</u>  <u>Addressing the Needs of Individual Students</u>  <u>Facilitating Functional Development</u>  <i>Lesson Plans: Materials, Context</i> Lesson plan work session	Bullard, Ch. 4 Kostelnik et al., Ch. 3, 4	Discussion leader #5 Ice breaker #6 Bring sample Part 1 and 2 (rough draft)
Week 9 Oct. 30	<u>Developing Play centers</u>	Bullard, Ch. 7, 8, and 9	Instructional Lesson Plan- Part 2- Due Answer questions about chapters on BB Watch edweb on BB- respond to questions
Week 10 Nov. 6	<u>Language Development</u>  <u>Augmentative Communication and Assistive Technology</u>  <i>Lesson Plans: Accommodations, Modifications, Assistive Technology</i>	Bullard, Ch. 10 Kostelnik et al., Ch. 12	Instructional Plan Part 2 Discussion leader #6 Ice breaker #7
Week 11 Nov. 13	<u>Physical, Motor, and Adaptive Development</u> <u>Sensory and Building Centers</u> <u>The Arts</u>  <i>Lesson Plans: Tasks, Methods, Strategies, Assessment</i>	Bullard, Ch. 13 and 14 Kostelnik et al., 13 and 14	Discussion leader #7 Ice breaker #8 Bring one quality children's literature to share and one fingerplay to present to the class



DATE	TOPIC	ASSIGNED READING	WORK DUE
Week 12 Nov. 20	<u>Effective assessment Math and Science</u> (Online)	Bullard, Ch. 11, 12, and 17  Kostelnik et al., 7	Instructional Plan Part 3 due Discussion leader #8 Ice breaker #9
Week 13 Nov. 27	<u>Intentional teaching</u>	Read articles posted on BB	
Week 14 Dec. 4	<u>Linking Cycle of Learning and Teaching</u> <u>Reflective Teaching Practices</u>  <u>Progress Monitoring</u>	Read articles posted on BB	Field Experience Documentation Form Field Experience Observation and Reflection - Due
Dec. 11	<b>No Class – Reading Day</b>		Compiled Instructional Plan due to TK20 by December 12
Dec 18	<b>No Class – Finals Week</b>		

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://od.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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