

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

ECED 601.601/D01 Frameworks for Early Childhood Education  
3 Credits, Summer 2019  
Session D 5/20 – 7/27, Saturdays/ 9:00 am – 3:50 pm  
F2F Class Meetings: 6/1, 6/15, 6/29  
Bull Run Hall 246, Prince William Campus

**Faculty**

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**Prerequisites/Corequisites**

Must be taken with or after final course of program.

**University Catalog Course Description**

Analyzes foundational frameworks for developing perspectives for working with culturally, linguistically, and ability diverse young learners, birth to age 8, and their families. Examines foundational work from fields of early childhood education, early childhood special education, multicultural education, and second language acquisition. Notes: Must be taken as final course or with final courses of the program.

**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. Demonstrate knowledge of key foundational theory and research related to working with culturally, linguistically, and ability diverse young learners, birth through age eight and their families.
2. Demonstrate a willingness and ability to engage in critically reflective practice.
3. Demonstrate the ability to analyze the readings, personal experiences and learning activities from a socio-cultural and social justice perspective, from the perspectives of the separate disciplines of early childhood education, early childhood special education, bilingual education, and multicultural education, as well as from a unified perspective.
4. Demonstrate the ability to link theory, research, and practice to dilemmas that occur in providing services to diverse young learners and their families, including those related to democracy and social justice.

5. Demonstrate the ability to lead integrative seminar discussions using theoretical and research readings.
6. Demonstrate the ability to assess seminar participants' prior knowledge and to utilize adult learning principles in seminar leadership.
7. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy- bringing together research, theory, and critical analysis of current issues.

**Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)**

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. ISBN: 9781433805615
- Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children*. Upper Saddle River, NY: Allyn & Bacon/Pearson. ISBN: 9780137064700
- Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). Boston, MA: Pearson. ISBN: 9780137028733

**Required Articles (available on Blackboard under Course Materials)**

- Council for Exceptional Children (CEC). (2011). *Special education professional practice standards*. Arlington, VA: CEC.
- Diamond, K., Justice, L., Siegler, R., & Snyder, P. (2013). *Synthesis of IES research on early intervention and early childhood education*. U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research.
- Division for Early Childhood (DEC). (2007 a). *Concept paper: Identification of and intervention with challenging behavior*. Missoula, MT: DEC.
- DEC. (2007 b). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: DEC.
- DEC. (2009 a). *Code of ethics*. Missoula, MT: DEC.
- DEC. (2009 b). *Concept paper: Developmental delay as an eligibility category*. Missoula, MT: DEC.
- DEC. (2010). *Position paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Missoula, MT: DEC.
- DEC, NAEYC, & National Head Start Association (NHSA). (2013). *Frameworks for response to intervention in early childhood: Description and implications*.
- DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood and the National Association for the Education of Young Children*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Fitzgerald, M. M., & Theilheimer, R. (2012). Moving toward teamwork through professional development activities. *Early Childhood Education Journal, 41*, 103-113. Doi: 10.1007/s10643-012-0515-z

- Harte, H. A. (2011). E-Professionalism for early care and education providers. *Dimensions of Early Childhood*, 39, 3-9.
- LaRocco, D. J., & Bruns, D. A. (2013). It's not the "what," it's the "how": Four key behaviors for authentic leadership in early intervention. *Young Exceptional Children*, 16, 33-44. doi: 10.1177/1096250612473129
- National Association for the Education of Young Children (NAEYC). (1995). *Position statement: Responding to linguistic and cultural diversity recommendations for effective early childhood education*. Washington, DC: NAEYC.
- NAEYC. (2009 a). *Position statement: Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
- NAEYC. (2009 b). *Position statement: NAEYC standards for early childhood professional preparation*. Washington, DC: NAEYC.
- NAEYC. (2009 c). *Where we stand: on responding to linguistic and cultural diversity*. Washington, DC: NAEYC.
- NAEYC & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2003). *Joint position statement: Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Washington, DC: NAEYC.
- National Board for Professional Teaching Standards (NBPTS). (2012). *Early childhood generalist standards: For teachers of students ages 3-8* (3<sup>rd</sup> ed.). Arlington, VA: NBPTS.
- Ponciano, L., & Shabazian, A. (2012). Interculturalism: Addressing diversity in early childhood. *Dimensions of Early Childhood*, 40, 23-29.
- Preskill, H., Jones, N., & Tengue, A. (2013). *Markers that matter: Success indicators in early learning and education*. **FSG**.
- Sugarman, N. A. (2011). Putting yourself in action: Individual professional development plans. *Young Children*, 66, 27-33.
- Teachers of English to Speakers of Other Languages (TESOL). (2009). *Position statement on teaching English as a foreign or additional language to young learners*. Alexandria, VA: TESOL.
- TESOL. (2010). *Position paper on language and literacy development for young English language learners (ages 3-8)*. Alexandria, VA: TESOL.

### **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).

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance & Participation	Ongoing	15
Self Assessment		
• Self Assessment for Chapter 3	June 1	4
• Self Assessment for Chapter 4	June 1	4
Career Trajectory and Professional Development Plan	June 15	15
Seminar Leadership		30
• Reading Selection	Selected by group and finalized by May 25	
• Outline and Agenda Posted	A week before seminar	
• Seminar Handout	Due to professor Sunday before seminar	
• Seminar Facilitation	See schedule	
• Seminar Feedback & evaluation	Evening of seminar	
• Individual Reflection on Seminar	One week after seminar	
Guiding Principles Narrative	July 6 (includes graphic representation)	30
ECE Program Feedback	July 6	2
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Self-Assessment (8 points)**

Students will complete a self-assessment of their knowledge and skills and their professional behavior. They will use their assessment to reflect critically on their (a) readiness to enter or continue in the ECE profession and (b) professional behavior. Students will upload the survey responses to Blackboard and will respond to the open-ended questions.

***Chapter 3 Knowledge and Skills Self-Assessment*** (4 points)

Students will complete the survey on pages 110 – 115 of Feeney (2012) and will respond to the first two questions listed in the summary on page 115. For each question, students will write a two-paragraph response stating the two areas and explaining why these two areas were identified.

***Chapter 4 Professional Behavior Self-Assessment*** (4 points)

Students will complete the survey on pages 115 – 119 of Feeney (2012) and will respond to the four Communications/Relationships/Work Ethic questions on page 116. For each prompt, students will write a one-paragraph response.

### **Career Trajectory and Professional Development Plan (15 points)**

Students will reflect on their career trajectory (past, present, and future) and discuss their plan for continuing to develop professionally after they graduate from the master's program. Students will use a combination of *narrative and graphics* (tables, symbols, pictures, timelines, etc.) to convey their thoughts. The paper will include three sections:

#### ***Deciding to Pursue a Master of Education Degree***

Students will reflect on past experiences that led to their decision to enter the master of education program to prepare for or further enhance their career in early childhood education. This description will be approximately one to two double-spaced pages.

#### ***Pursuing a Master of Education Degree***

Students will reflect on their experiences in the early childhood education program that have influenced their beliefs and practices. This discussion will be approximately two to three double-spaced pages.

#### ***Future Trajectory and Professional Development Plan***

Students will discuss their future professional goals, including their immediate goals and their goals **5, 10, 20, and 30+** years from now. As they reflect on their future trajectory, they will also discuss their plan for professional development that will enable them to meet these goals. This discussion will be approximately five to ten double-spaced pages.

### **Seminar Leadership (30 points)**

This assignment is designed to support the development of students' professional leadership and collaboration skills as well as promote discussion of topics in early childhood education, early childhood special education, bilingual education, and multicultural education. Students are expected to use adult learning principles to plan and facilitate a 75-minute seminar on a topic in early childhood education. The seminar leadership team will scaffold and support classmates' understanding of key issues faced by early childhood professionals. The seminar will reinforce previous program readings and experiences and include a focus on the position statements outlined in the syllabus.

The seminar leadership team will involve classmates in a stimulating and thought-provoking learning process that includes multiple and varied learning activities, including at least one interactive activity. The seminar should provide classmates the opportunity to discuss and reflect critically on the issue in their current and future professional lives. At the end of the seminar, participants should be able to state their position on the issues if asked to do so in a job interview, by professional colleagues, or by families and community members.

#### ***Seminar Preparation***

As a part of their seminar leadership, students will do the following:

- **Create a multimedia product** on the issue under discussion. The creative (Power Point is not a 'creative' product) product should last for 75 minutes and should stimulate critical reflection and dialogue through the use of music, film, personal stories, interviews, newspaper clippings, photos, art, large/small group activities and/or any other relevant material or resources. Students must be cognizant of any

copyright issues that may arise in the use of these materials and credit materials as appropriate. Work as a group on creating a draft outline and agenda and have one member share with instructor electronically by the Sunday prior to seminar by e-mail. All group members should be prepared to help address edits and suggested changes from professor. All materials used in presentation must be viewed and approved by professor prior to their use.

- **Choose two readings** that will add to their classmates' understanding of the subject and is related to the multimedia product. A link to these reading should be posted on Discussion Board the week before the seminar. **ALL STUDENTS HAVE TO READ ASSIGNED READINGS FOR THE SEMINAR.**
- **Provide a handout that will be posted electronically** for classmates' use after receiving the professor's approval. The handout may include links to resources that will further their understanding of the topic. The handout(s) should be posted to Discussion Board the day before the seminar.
- **Assume a leadership role in the seminar preparation and presentation.** Leadership will be demonstrated by the students' ability to function as experts with reference to the topic and on their ability to support, monitor, and evaluate classmates' learning. It is their job to ensure that all classmates have participation opportunities. All members of group should assume a leadership position during the seminar.

There will be group planning time for the seminar during class; however, the seminar leadership team will need to collaborate outside of class, as well. **A detailed plan and agenda for the seminar must be submitted electronically on Discussion Board the day prior to seminar.**

### ***Facilitating the Seminar***

On the evening of the seminar, the leadership team will introduce the topic, present relevant background information using a multimedia presentation, facilitate the discussion and related activity, and close the seminar with a summary and some future questions and thoughts to explore. As noted in the seminar preparation above, they will choose a related reading and provide an electronic handout to support the learning and discussion.

### ***Seminar Reflection and Feedback***

**Students will provide feedback to the seminar facilitators at the conclusion of each seminar in the *journal*.** Facilitators will consider this feedback to write individual reflections *one week later*.

**Seminar facilitators** will write an **individual reflection** approximately two to three double-spaces pages in length. Students will include *insightful reflections* on the collaborative process with an emphasis on their own role in the collaborative planning and implementation process and what they learned about themselves as collaborators. **This reflection will be due one week after the seminar is presented.**

### **Statement of Guiding Principles for Early Childhood Education (30 points)**

Students will write a statement that discusses the principles that guide or will guide their practice with culturally, linguistically, and ability diverse young children and their families. They will develop approximately six guiding principles to discuss. The statement will include an introduction that provides an overview of the guiding principles. This will *also* include a **graphic representation** that illustrates the guiding principles.

The body of the statement will provide a discussion of each of the principles. It will conclude with a *summary* of the principles discussed. Students are expected to use citations to reference the texts in this class and those used throughout the program that influenced their thinking. The statement of guiding principles will be 14 to 16 double-spaced pages.

For each principle, students will do the following:

- Discuss the program experiences, coursework, and/or internships that influenced the development of the principle and the related practices;
- Examine and *analyze critically* the themes and connections they made with texts, ideas, theories, and experiences;
- Explain how and why these themes and connections *were significant* to them and the development of the specific guiding principles; and
- Use *specific examples/stories* to illustrate their points, including examples from their field experiences and the dilemmas they faced.

Prior to submitting the final Statement of Guiding Principles, students will hold a peer feedback conference in class with a classmate. They will read their peer's statement and will share critical, constructive feedback for revising the draft.

### **Artifact In-Class Share of Guiding Principle**

Students will share an artifact from their program of studies experience that holds significance for the individual as a learner within a community dedicated to working with young children and their families.

### **Program Feedback (2 points)**

Students will write a single-spaced, one- to two-page critique of the early childhood education program. Students will discuss the components of the Mason program they found helpful and would suggest as experiences for other students in their specialty area. They will also suggest ways to improve the Mason program.

- **Other Requirements**

### **Attendance and Participation (15 points)**

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.

- Students complete readings and prepare for class activities prior to class as 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 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.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

### **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

<b>Class</b>	<b>Topics</b>	<b>Assignments &amp; Readings Due</b>
<i>Week 1</i> <i>May 20-26</i>	Engaging in Reflective Professional Practice	CEC (2011), NAEYC (2009 a, b & c)
	Engaging in Ethical Practice Critical Reflection vs Reflection  Harte (2011) to be read in class	Feeney (2012) Chapter 1-3; Wink (2011) Chapter 1  Appendix A NAEYC Code of Ethics and Statement of Commitment DEC Code of Ethics (2009)  <b>Submit two readings for seminar for approval on BB</b>
<i>Week 2</i> <i>May 27 - June 2</i>	Engaging in Reflective Collaborative Practice	Feeney (2012) Chapter 4 Wink (2011) Chapter 2 LaRocco & Bruns (2013) <b>Self-Assessment for Chapter 3 (pp. 110-115)</b>
	Positive Attributes of Educators Dilemmas/Critical Reflection	Feeney (2012) Chapter 5; Wink (2011) Chapter 3 pp. 91-109 <b>Self-Assessment for Chapter 4 (pp. 115-119)</b>
<i>Week 3</i> <i>June 3-9</i>	Facilitating Professional Development Dilemmas/Critical Reflection	Wink (2011) Ch. pp. 110-141 Fitzgerald & Theilheimer (2012) Guskey (2014)
	Future Professional Development Pursuing a Career in Early Childhood Education Critical Reflection Core Knowledge	Feeney (2012) Chapter 6 Wink (2011) Chapter 4 Sugarman (2011)
<i>Week 4</i> <i>June 10-16</i>	Small group meetings	Group seminar plans Be prepared with prior approved seminar articles

<b>Class</b>	<b>Topics</b>	<b>Assignments &amp; Readings Due</b>
		<b>Career Trajectory &amp; Professional Development Plan Due (include graphic representation)</b>
	Engaging in Evidence-Based Practice *Student-Facilitated Seminar Teaching children in poverty: focus on SES	NAEYC-NAECS/SDE (2003) *Student- selected readings
<i>Week 5</i> <i>June 17-23</i>	*Student facilitated Seminar: Linguistic Diversity in Young Children, Families and Communities Guiding Principles	NAEYC (1995) & (2009 c) TESOL (2010) TESOL (2009) *Student-selected readings Ponciano & Shabazain (2012) DEC (2010)
	*Student-Facilitated Seminar: Inclusion in Early Childhood Education	*Student-selected readings DEC/NAEYC (2009) DEC (2009 b) DEC/NAEYC/NHSA (2013)
<i>Week 6</i> <i>June 24-30</i>	*Student- Facilitated Seminar: Understanding and Responding to Challenging and Mistaken Behaviors	DEC (2007 a) NAEYC (2009 a) *Student-selected readings
	*Student-Facilitated Seminar: Enrichment in Early Childhood Education Being an Advocate	Wink (2011) Chapter 5 *Student-selected readings  Bring a draft of Guiding Principles Statement in ECE paper to class for peer review.
<i>Week 7</i> <i>July 1-7</i>	*Student-Facilitated Seminar: Trends in ECE	*Student-selected readings Other readings TBA
	Guiding Principles Artifact Share Review of semester Peer Review of papers	<b>ECE Program Feedback Due</b>  <b>Guiding Principles Statement Due</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 <https://ds.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://coursessupport.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/>.**

## **Additional Criteria for Grading Assignments**

### **Seminar Criteria for Grading**

The seminar is 30 points of the total semester grade. Students will be evaluated based on the following criteria:

#### **Planning and Preparation**

- Posted 2 relevant articles that contributed to classmates' understanding of the topic to Discussion Board the week before the seminar
- Submitted a draft of detailed plans and agenda to instructor the Sunday before the seminar
- Posted a handout that included clearly presented information to support the learning and discussion the day before the seminar
- Posted a copy of the outline and agenda for the seminar the day before the seminar

#### **Seminar Facilitation**

##### ***Introduction***

Introduced the topic to classmates in an interesting and thought-provoking manner

##### ***Approach***

- Used a multimedia product or products that stimulated critical reflection and dialogue
- Used adult learning principles to facilitate activities that scaffolded and supported classmates' understanding of key issues faced by early childhood professionals
- Facilitated a stimulating and thought-provoking learning process that included multiple and varied learning activities, including at least one interactive activity

##### ***Content***

- Reinforced previous program readings and experiences and included a focus on the position statements outlined in the syllabus
- Facilitated the discussion in a way that engaged all participants in the dialogue, supported their interaction with the main points of the articles read, and made strong connections to implications for their work in ECE settings
- Functioned as experts with reference to the topic and their ability to support, monitor, and evaluate classmates' learning
- Provided opportunities for classmates to discuss and reflect critically on the issue in their current and future professional lives
- Provided sufficient information about the issue that classmates are able to state their position on the issues if asked to do so in a job interview, by professional colleagues, or by families and community members

##### ***Closing***

- Closed the discussion with a clear and concise summary of the main points considered and left the participants with some future questions and thoughts to explore
- Concluded the seminar in a timely manner
- Seminar lasted for 75 minutes

#### **Reflection**

- Provided substantive feedback to peers
- Wrote an individual reflection approximately two to three double-spaced pages in length that included insightful reflections on the collaborative process with an emphasis on their own role

in the collaborative planning and implementation process and what they learned about themselves as collaborators

Posted the reflection no later than one week after the seminar was presented on BB for instructor's review. This will be an individual/private reflection

### **Guiding Principles Criteria for Grading**

The Statement of Guiding Principles for Early Childhood Education is 30 points of the total semester grade. Students will be evaluated based on the following criteria:

#### **Introduction**

This section tells the readers what you will tell them in your paper.

Situates the writer as a graduate student in Early Childhood Education and identifies the degree program in which you are enrolled

Provides an overview of the 6 to 8 guiding principles that guide or will guide your practice with culturally, linguistically, and ability diverse young children and their families

Includes a graphic that logically represents your guiding principles

#### **The Guiding Principles**

This section tells the reader why you chose the principles you did, why they are important to you, and how your experiences and coursework helped to inform your thinking. For each principle, you will need to do the following:

- Discuss the program experiences, coursework, and/or internships that influenced the development of the principle and the related practices
- Use specific examples/stories to illustrate your points, including examples from your field experiences and the dilemmas you faced
- Examine and analyze critically the themes and connections you made with texts, ideas, theories, and experiences
- Explain how and why these themes and connections were significant to you and the development of the specific guiding principles

#### **Summary**

This section brings the paper to a close and reminds the readers what you have told them:

Summarizes the guiding principles

Concludes with thoughts related to future activities guided by these principles

#### **Graphic and Artifact representation of guiding principle**

Graphic representation reflects guiding principles.

Artifact from their program of studies experience holds significance for the individual as a learner within a community dedicated to working with young children and their families.

#### **Style and Format**

APA style should be used throughout the paper, including the following:

Correctly formatted cover page

Appropriate use of headings

Correct citations in the body of the paper and on the reference page(s)

## **Career Trajectory and Professional Development Plan Criteria for Grading**

The Career Trajectory and Professional Development Plan is 15 points of the total semester grade. Students will be evaluated based on the following criteria:

### **Deciding to pursue a Master of Education degree**

Reflect on past experiences that lead to decision to enter the master of education program to prepare for/or further enhance career in early childhood education (ECE)

Describe the key factors that influenced your decision to enter the master of education program

Explain how these key factors came together as you made your commitment to the program

### **Pursuing a master of education degree**

Reflect on experiences in the Mason ECE program that influenced beliefs and practices

Describe key readings, class experiences, field experiences, and interactions that were influential in developing your beliefs about ECE and the practices you enact or will enact in your work in ECE

Explained how these key experiences interacted to inform your belief and practices

Reflected on what this means to your work in ECE

### **Future trajectory and professional development plan**

Discussed future professional goals, including goals 5, 10, 20, and 30+ year from now and a plan for professional development meet these goals:

Describe future professional goals over the next 30+ years and a plan

Describe a plan for professional development to meet these goals

Explained how these goals and plans for professional development will interact to support your career in ECE

Reflect on what these goals and plans mean to your work in ECE and what might influence the path you take as you move through your career

### **Writing and Graphic Expression**

Use a combination of narratives and graphics to convey path to this point in career

Present ideas in a clear, concise, and organized manner using words and graphic representation

Develop points coherently, definitively, and thoroughly using written words and graphic representations

Use correct capitalization, punctuation, spelling, and grammar in narrative and graphic representations