

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

ECED 503.002 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
3 Credits, Semester
Tuesday/ 4:30-7:10pm
Thompson L013, Fairfax Campus

Faculty

Name: Bweikia Steen, Ed.D.
Office Hours: By appointment
Office Location: Thompson Hall 1101, Fairfax Campus
Office Phone: 703-993-5321
Email Address: 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 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. Describe the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations; school as an organization/culture; contemporary issues and current trends in education, including technology in education; local, state, and federal governance of schools, including the roles of teachers and schools in communities; and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.
3. Describe theoretical frameworks guiding early childhood curriculum approaches and practices.
4. Explain the role of families in child development and teaching educational skills, strategies for communicating with families regarding the social and instructional strengths and needs of children, and strategies for increasing family engagement in student learning at home and school.
5. Explain how meaningful intentional interactions with children in informal and play-mediated settings and discipline-specific curriculum activities play a role in promoting children's skills and development and specific learning outcomes as reflected in the *Virginia Standards of*

Learning and Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.

6. Identify intervention strategies and techniques that facilitate functional and developmentally appropriate cognitive, social and emotional, speech and language, motor, and self-help development.
7. Describe research-based classroom and behavior management techniques, classroom community building, positive behavior supports, individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
8. Describe diverse, age-appropriate classroom and behavior management approaches based on culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice that support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline.
9. Explain how to plan for differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement, including groups among the general population of learners.
10. Describe various school crisis management and safety plans and how to create a safe, orderly, inclusive classroom environment that engages individual children, including children with exceptionalities, in meaningful learning activities and social interactions.
11. Describe how ongoing data collection and assessment in collaboration with families and other professionals and management of classroom plans can be used to monitor child progress and behavior in the context of daily activities and build effective learning environments for each child.
12. Describe the use the principles of online learning, online instructional strategies, and technology to enhance curriculum development and student learning.
13. Use principles of learning and knowledge of individual children's development, abilities, and prior knowledge to plan meaningful instruction and select, develop, and use appropriate curricula, methodologies, and materials, including media and contemporary technologies, that support and enhance student learning and reflect the research on unique, age appropriate, culturally relevant curriculum pedagogy for diverse young children, including dual/multi-language and English-language learners, students who are gifted and talented, and students with disabilities.
14. Exhibit professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.

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:

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 Handout and Discussion | February 12 | 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 29 April 2 April 2 | 1 4 15 |
| Instructional Lesson Plan <ul style="list-style-type: none"> • Part 1: Introducing and Considering the Child | February 19 | 15 |

| | | |
|--|-------------------|------------|
| <ul style="list-style-type: none"> • Part 2: Establishing Positive Relationships and Instructional Strategies • Part 3: Developing a Lesson Plan | March 19 | 15 |
| Compiled Instructional Plan due to Tk20 through Bb | April 23 May 7 | 20 |
| TOTAL | | 100 |

- **Assignments and/or Examinations**

Child Guidance Group Handout and Discussion (15 points)

Students will work with classmates to select an article from a group of articles provided by the instructor on classroom and behavior management, positive guidance, or positive behavior supports for young children. A group of approximately three to four students will be responsible for creating a class presentation and facilitating a discussion related to their chosen article during an assigned class session. The discussion must include a handout submitted to Blackboard and provided to the instructor and each classmate. In addition to the discussion and handout, the group will design and conduct an interactive activity to enable classmates to explore the topic in the article. 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 (5 points)

This course requires a minimum of 15 hours field experience in an early childhood education classroom (PreK through third grade). Students in the Early Childhood Special Education Licensure Undergraduate Certificate will complete their field experience in a preschool special education classroom setting. Students in the Early Childhood Education PK-3 Licensure Undergraduate Certificate will complete their field experience in a prekindergarten through third-grade classroom setting. 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 (4 points).

- If they completed the field experience within their own setting (same school different classroom), 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- to six-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 the various developmental areas/domains or curriculum content areas;
- Differentiation of instruction and flexible grouping among the general population of early childhood learners;
- Adaptations (accommodations and modifications) for children with special needs, cultural differences, linguistic needs, etc.;
- Specific classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions observed, including techniques that promote emotional well-being; and
- Suggestions for enhancing the curriculum, classroom environment, and behavior management strategies that are consistent with evidenced-based curriculum and instruction.

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 (50 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 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 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

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 | Topics | Readings & Assignments Due |
|---|---|--|
| Week 1 January 22 | Introductions Syllabus and Assignments Review <ul style="list-style-type: none"> • Online learning Introduction to Inclusive Curriculum and Instruction <ul style="list-style-type: none"> • Developmentally appropriate practices | <ol style="list-style-type: none"> 1. DEC/NAEYC Early Childhood Inclusion Joint Statement 2. NAEYC Developmentally Appropriate Practice Position Statement |
| Week 2 January 29 | Historical, Philosophical, and Sociological Foundations of Early Childhood Education <ul style="list-style-type: none"> • Legislation and litigation • Legal status of teachers and students • School as an organization/culture • Contemporary issues in education • Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers • Groups for child guidance assignment | <ol style="list-style-type: none"> 1. Kostelnik et al., Introduction 2. Due to Bb – Field Experience Approval Form 3. Start reading selected child guidance article |
| Week 3 February 5 | <ul style="list-style-type: none"> • Child guidance • Multiple intelligences • Universal Design for learning • How the brain influences behavior • Behavior management strategies • Child guidance assignment discussion | <ol style="list-style-type: none"> 1. Kostelnik et al., Chapter 6 2. Continue preparing the child guidance presentation 3. Icebreaker #1 |
| Week 4 February 12 | <ul style="list-style-type: none"> • Child guidance and community building • Building positive relationships • Supporting social and emotional development • Review Instructional plan Part 1 | <ol style="list-style-type: none"> 1. Bullard, Chapter 2 2. Due to Bb – Child Guidance Group Handout and Discussion 3. Bring rough draft for Part 1 4. Ice breaker #2 |
| Week 5 February 19 | <ul style="list-style-type: none"> • Classroom environment • Organizing space and materials • Physical layout of classroom • Inclusive settings | <ol style="list-style-type: none"> 1. Bullard, Chapter 3 2. Kostelnik et al., Chapter 5 3. Due to Bb – Instructional Plan Part 1: Introducing and Considering the Child 4. Ice breaker #3 |

| Date | Topics | Readings & Assignments Due |
|--|---|--|
| <p>Week 6 February 26</p> | <p>Child Development in Instruction</p> <ul style="list-style-type: none"> • Developmental domains (cognition, language and communication, motor, social emotional, self-help) • Content areas (reading and English, mathematics, history and social sciences, science) • Arts • Integration across developmental domains and content areas | <ol style="list-style-type: none"> 1. Kostelnik et al., Chapters 1, 2 2. Discussion leader #1 3. Ice breaker #4 |
| <p>Week 7 March 5</p> | <p>Using Standards to Guide Practice</p> <ul style="list-style-type: none"> • Virginia Standards of Learning • Virginia’s Foundation Blocks for Early Learning • Context of National, State, and Local Standards <p><i>Lesson Plans: Standards and Objectives</i> Review of SOLs and Foundation Blocks for Early Learning</p> <p>Planning and Implementing Instruction</p> <ul style="list-style-type: none"> • Selection of developmentally appropriate materials • Contemporary technologies • Instructional strategies | <ol style="list-style-type: none"> 1. Kostelnik et al., Chapters 3, 4 2. Ice breaker #5 3. Discussion leader #2 4. Bring rough draft: Instructional Plan Part 2 |
| <p>Spring break</p> | <p><i>No class</i></p> | |
| <p>Week 8 March 19</p> | <p>Planning and Implementing Instruction</p> <ul style="list-style-type: none"> • Play-centered curriculum • Effective small-group and group-time activities • Engagement • Direct instruction • Engaging curiosity and problem solving | <ol style="list-style-type: none"> 1. Bullard, Chapters 4, 18 2. Kostelnik et al., Chapter 15 3. Ice breaker #6 4. Discussion leader #3 5. Due to Bb – Instructional Plan Part 2: Establishing Positive Relationships and Instructional Strategies |

| Date | Topics | Readings & Assignments Due |
|--|---|---|
| Week 9 March 26 | Planning and Implementing Instruction <ul style="list-style-type: none"> • Differentiated instruction to meet the needs of individual students with differing abilities • Lesson planning to enhance functional development • Meaningful curriculum activities that promote communication • Meeting the cultural, linguistic, and ability needs of students • Assessment <i>Lesson Plans: Accommodations, Modifications, Assistive Technology</i> | <ol style="list-style-type: none"> 1. Bullard, Chapter 6 2. Kostelnik et al., Chapter 7 3. Ice breaker #6 4. Bring field experience observation and reflection rough draft |
| Week 10 April 2 | Assessing and Evaluating Children’s Learning Role of Families in Education <ul style="list-style-type: none"> • Strategies for communicating with families • Strategies for increasing family engagement • Building relationships with young children and families <i>Lesson Plans: Assessment</i> | <ol style="list-style-type: none"> 1. Kostelnik et al., Chapter 8 2. Ice breaker #7 3. Due to Bb – Field Experience Documentation Form 4. Due to Bb – Field Experience Observation and Reflection |
| Week 11 April 9 | Developmentally Appropriate Curriculum Development and Implementation <ul style="list-style-type: none"> • Aesthetic development • Affective development | <ol style="list-style-type: none"> 1. Bullard, Chapters 7, 13, 14 (scan) 2. Kostelnik et al., Chapters 9, 10 3. Ice breaker #8 4. Discussion leader #4 5. Instructional lesson plan part 3-rough draft |
| Week 12 April 16 | Developmentally Appropriate Curriculum Development and Implementation <ul style="list-style-type: none"> • Cognitive development • Language development | <ol style="list-style-type: none"> 1. Kostelnik et al., Chapters 11, 12 2. Discussion leader #5 |

| Date | Topics | Readings & Assignments Due |
|-----------------------------------|---|---|
| Week 13 April 23 | Developmentally Appropriate Curriculum Development and Implementation <ul style="list-style-type: none"> • Physical development • Social and emotional development | <ol style="list-style-type: none"> 1. Kostelnik et al., Chapters 13, 14 2. Discussion leader #6 3. Due to Bb – Instructional Plan Part 3 Developing a Lesson Plan |
| Week 14 April 30 | Curriculum and Instructional Planning, Short- and Long-Term Planning <ul style="list-style-type: none"> • Integrating domain-specific content across the curriculum • Progress monitoring for growth and behavior | <ol style="list-style-type: none"> 1. Kostelnik et al., Chapter 16 |
| Week 15 May 7 | Finals week – no class | <ol style="list-style-type: none"> 1. Due to Bb – Upload Instructional Plan 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 <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://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/>.
- 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/>.