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

ECED 601.601/002 Frameworks for Early Childhood Education
3 Credits, Summer 2020
05/18/2020 – 08/08/2020, Fully Online

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 online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 18, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178
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.

DEC. (2017). *Position Statement on Challenging Behavior. https://www.decdocs.org/position-statement-challenging-beha*

DEC. (2015). Leadership in Early Intervention and Early Childhood Special Education. https://www.decdocs.org/position-statement-leadership

DEC. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. https://www.decdocs.org/position-statement-promoting-positi

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.* https://doi.org/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. https://doi.org/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. (2009a). *Position statement: Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, DC: NAEYC.

NAEYC. (2009b). *Position statement: NAEYC standards for early childhood professional preparation.* Washington, DC: NAEYC.

NAEYC. (2009c). *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* (3rd 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.

LaRocco, D. J., & Sopko, K. M. (2017). Your H.E.R.O.: Thriving as an Early Intervention/Early Childhood Special Education Professional. *Young Exceptional Children*, *20*(4), 179–190. https://doi.org/10.1177/1096250615621360

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.

Virginia Guidelines for Early Childhood Inclusion. (2018). http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf

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	**25**
Self Assessment		
• Self-Assessment for Chapter 3	June 7th	**4**
• Self-Assessment for Chapter 4	June 14th	**4**
Career Trajectory and Professional Development Plan	May 31st	**15**
Leadership Seminar		**25**
• Proposed materials	*Submit one week before seminar to Dr. Coogle via email*	
• Posted materials	*Post in Discussion Board by Sunday before your week begins*	
• Seminar Facilitation	*See schedule/ ongoing*	
ECE Program Feedback	June 21st	**2**
Guiding Principles Narrative	July 5th	**25**
TOTAL		**100**

- **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 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 double-spaced pages.

Leadership Seminar (25 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 will work with a small group of peers on this assignment. Students are expected to use adult learning principles to plan and facilitate a leadership seminar that includes a multi-media presentation on one of the Division for Early Childhood Recommended Practice Strands (e.g., environment, interaction, family, instruction). Small groups and practice strands will be selected based on availability using a sign up sheet at the beginning of the semester. Students will use tools such as those on Blackboard (e.g., meet via Collaborate and then record via Kaltura) to work with their

group to develop a presentation on the DEC Recommended Practice Strand selected. The seminar should also stimulate knowledge development and critical reflection through the use of music, film, personal stories, interviews, newspaper clippings, photos, art, 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. The leadership seminar will enhance classmates' understanding of the recommended practice strand through a multimedia presentation that includes the following:

1. the practices within the strand
2. description of why these practices are important for all children and families by citing relevant literature
3. examples of how these practices are or can be used in diverse early childhood environments
4. an effective strategy to promote co-educators' (paraprofessionals, other teachers') understanding and implementation of these practices
5. reputable resources related to the strand (e.g., ECTA Center Checklists, DEC resources)
6. two readings related to the practice strand from peer-reviewed journals (Young Exceptional Children, Teaching Exceptional Children, and Young Children are suggested), and
7. an activity for your peers to complete that will allow them to reflect on the information you presented within the seminar (e.g., discussion questions, resource identification, reflection.

Seminar Preparation and Facilitation Steps
As a part of their seminar leadership, students will do the following:

- **Step One (submit proposed materials):** Work with your group to create a draft outline. One group member should share the outline with the instructor electronically by the Monday prior to seminar by e-mail. The outline should include all seven of the elements listed above.

- 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.

- **Step Two (post materials):** One person from the group should post (a) the two readings, (b) multimedia presentation including all seven of the elements listed above, and (c) all materials needed for peers to complete the activity (e.g., links to visit, template to complete an activity) on the discussion board the Sunday before the week of the seminar.

- **Step Three (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 (e.g., respond to peer activities, facilitate dialogue, provide feedback on activities, and document peer participation).

Statement of Guiding Principles for Early Childhood Education (25 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 t*o 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.

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 as well as ways to enhance the program.

- **Other Requirements**

Attendance and Participation (25 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 <u>and</u> 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. 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 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	Topics	Assignments & Readings Due
Week 1 May 18- 24	A Leader in Early Childhood Education for Diverse Young Children	Feeney Chapter 1 Wink Chapter 1

Virginia Guidelines for Early Childhood Inclusion (2018). http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf

DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf |
| **Week 2** May 25- 31 | Leadership Seminar | Feeney Chapter 2 Wink Chapter 2

NAEYC. (2009). *Where we stand: on responding to linguistic and cultural diversity*. Washington, DC: NAEYC. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf

Leadership reading and activity (see DB)

Due to Bb (5/31) – Career Trajectory & Professional Development Plan Due (include graphic representation)

Leadership Seminar Activity |
| **Week 3** June 1-7 | Leadership Seminar | Feeney Chapter 3 Wink Chapter 3

DEC. (2017). *Position Statement on Challenging Behavior. https://www.decdocs.org/position-statement-challenging-beha*

Leadership reading and activity (see DB) |

Date	Topics	Assignments & Readings Due
		Due to Bb (6/7) – Self-Assessment for Chapter 3 (pp. 110-115)
Week 4 June 8-14	Leadership Seminar	Feeney Chapter 4 Wink Chapter 4 DEC. (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation. https://www.decdocs.org/position-statement-promoting-positi Leadership reading and activity (see DB) **Due to Bb (6/14)– Self-Assessment for Chapter 4 (pp. 115-119)**
Week 5 June 15-21	Leadership Seminar	Feeney Chapter 5 Wink Chapter 5 DEC. (2015). Leadership in Early Intervention and Early Childhood Special Education. https://www.decdocs.org/position-statement-leadership Leadership reading and activity (see DB) **Due to Bb (6/21) – ECE Program Feedback**
Week 6 June 22-28	Leadership Seminar	Feeney Chapter 6 LaRocco, D. J., & Sopko, K. M. (2017). Your H.E.R.O.: Thriving as an Early Intervention/Early Childhood Special Education Professional. *Young Exceptional Children*, *20*(4), 179-190. https://doi.org/10.1177/1096250615621360 Leadership reading and activity (see DB)
Week 7 June 29-Jul 5	Leadership Seminar	Review the DEC draft MTSS paper, and as a leader in ECE/ECSE provide feedback to the workgroup: https://www.dec-sped.org/single-post/2019/11/04/Call-for-Input-Multi-Tiered-System-of-Support-Framework-in-Early-Childhood-Description-and-Implications-Revised-Position-Statement-2019 Leadership reading and activity (see DB)

Date	Topics	Assignments & Readings Due
		Due to Bb (7/5) – Guiding Principles Statement

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 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/.