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

ECED 781.600 Seminar in Early Childhood Education
3 Credits, Spring 2022
NET 3/14/2022 – 5/11/2022, In-Person/Online Hybrid
In-Person Meetings: Thursdays/ 5:00-7:40 pm (3/17, 3/24, 3/31, 4/14, 4/21, 4/28, 5/5)
Lake Braddock Secondary School, Off Campus

Faculty
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Note: At this time it is best to reach me via email to schedule a phone or zoom meeting

Required Prerequisites
ECED 788 or 789
May be taken concurrently.

University Catalog Course Description
Provides opportunities to evaluate and reflect upon instructional practices and interactions with culturally, linguistically, socioeconomically, and ability diverse young children, their families, and other professionals. Examines evidence-based practices used in early childhood settings to manage the environment, guide behavior, and provide instruction that responds to each child's strengths, needs, and interests. Emphasizes professionalism and foundations of early education and care.

Course Delivery Method
This course will be delivered using a hybrid lecture/discussion format and Blackboard (Bb).

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Describe 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*.
2. Discuss and reflect on examples from student teaching of various school crisis management and safety plans and identify ways they have worked to create a safe, orderly, inclusive classroom environment that engages individual children, including children with diverse abilities, in meaningful learning activities and social interactions.
3. Examine and discuss examples from student teaching of research-based classroom and behavior management techniques, classroom community building, positive behavior

supports, and 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.

4. Examine and discuss examples from student teaching of 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.

5. Identify and reflect on strategies used during student teaching that demonstrate effective classroom management skills through methods that build responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment.

6. Identify, examine, and discuss examples of modifying and managing the learning environments and experiences during student teaching to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural backgrounds.

7. Identify, examine, and discuss a variety of age-appropriate techniques used during student teaching, informed by learning principles and knowledge of child development, that teach social and emotional skills to individual children and groups of children to assist with behavior management.

8. Provide examples from student teaching of the ways data were collected, analyzed, and used to inform instruction and guide children's behavior.

9. Discuss and reflect on evidence-based instructional practices implemented during student teaching that promoted positive learning outcomes for young children.

10. Discuss and reflect on ways they differentiated instruction in their student teaching experience to respond to the individual strengths, needs, and interests of young children.

11. Reflect critically on their practice and collaborations and discuss ways they engage in continuous learning.

12. Explain and reflect on how historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States influence current teaching practices and environments and discuss and reflect on ways to navigate school environments.

13. Exhibit and reflect on standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, the field experience coordinator, and others.

14. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, and National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Requirements
Classroom and Behavior Management
Foundations of Education and the Teaching Profession

Virginia Early Childhood Special Education Endorsement Competencies
Behavior Management
Standards of Professionalism

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods

Required Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 978143383216-1

Required Online Documents
Division for Early Childhood. (2020). Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (Initial birth through age 8). Retrieved from https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_6e8952cda15f48b3935a7729dddcb50d.pdf?index=true

National Education Association for the Education of Young Children. (2020). Professional standards and competencies for early childhood educators. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf

National Association for the Education of Young Children. (2019). *NAEYC position statement: Advancing equity in early childhood education.* Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf

Virginia Department of Education. (2021). Virginia's guidelines for uniform performance standards and evaluation criteria for teachers. Retrieved from https://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml

Virginia Department of Education. (2016-17). Virginia tiered systems of support frequently asked questions: What is VTTS? What are the big implementation ideas? What is pre-mapping? Retrieved from https://vtss-ric.org/all-educators/

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments	Due Date	Points
Attendance and Participation	Ongoing	**25**
Assignment 1: Building Relationships and Creating Supportive Environments	March 31	**15**
Assignment 2: Targeted Social Emotional Supports	April 21	**15**
Assignment 3: Intensive Intervention	May 5	**20**
Assignment 4: Data-Based Decision Making and Reflection	May 11	**25**
TOTAL		**100**

- **Assignments and/or Examinations**

All assignments will be submitted in two places:
- within assignment submission section for the instructor to grade and
- within the course discussion board to share with peers.

All assignments in this course can be completed by selecting one of the following options or a self-selected option (note: students are welcome to select a different option for each assignment):

Option 1: Vlog
- Create a video that is no more than 7 minutes using screen recording software such as Kaltura.

Option 2: Flyer or Informational Brochure
- Create a one-page flyer or informational brochure.

Option 3: Student-Selected Option
- Student choice of presenting resources

Students will post on discussion board to share with peers and within the assignments link for the instructor to grade. Students will review peer resources via the discussion board, comment on at least two peer posts by identifying (a) how their artifact is similar and/or different and (b) suggestions of other ways to use the artifact.

Assignment 1: Building Relationships and Creating Supportive Environments
Review materials within the NCPMI website (https://challengingbehavior.cbcs.usf.edu/Training/Module/index.html) by clicking on preschool and then selecting download and review **module 1 materials** (PowerPoint slides, videos, and handouts). Students will select two resources to share with peers through a vlog, flyer, or self-selected option (see above). Students will include (a) a visual of each item (screen share, picture, etc.), (b) a summary of each resource, (c) why this resource was selected, and (d) how the resource can be used in the classroom. Students will post this to the discussion board and assignments link on Blackboard. Students will comment on at least two peers' posts and include

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(a) how their artifact is similar and/or different and (b) suggestions of other ways to use the artifact.

Assignment 2: Targeted Social Emotional Supports
Review materials within the NCPMI website
(https://challengingbehavior.cbcs.usf.edu/Training/Module/index.html) by clicking on preschool and then selecting download and review **module 2 materials** (PowerPoint slides, videos, and handouts). Students will select two resources to share with peers through a vlog, flyer, or self-selected option (see above). Students will include (a) a visual of each item (screen share, picture, etc.), (b) a summary of each resource, (c) why this resource was selected, and (d) how this resource can be used in the classroom. Students will post this to the discussion board and assignments link on Blackboard. Students will comment on at least two peers' posts and include (a) how their artifact is similar and/or different and (b) suggestions of other ways to use the artifact.

Assignment 3: Intensive Intervention
Review materials within the NCPMI website
(https://challengingbehavior.cbcs.usf.edu/Training/Module/index.html) by clicking on preschool and then selecting download and review **module 3 materials** (PowerPoint slides, videos, and handouts). Students will select two resources to share with peers through a vlog, flyer, or self-selected option (see above). Students will include (a) a visual of each item (screen share, picture, etc.), (b) a summary of each resource, (c) why this resource was selected, and (d) how this resource can be used in a classroom. Students will post this to the discussion board and assignments link on Blackboard. Students will comment on at least two peers' posts and include (a) how their artifact is similar and/or different and (b) suggestions of other ways to use the artifact.

Assignment 4: Data-Based Decision Making and Reflection
This assignment has two parts. In part one, students will practice developing an informal measure to collect data on how children are responding upon implementation of one of the selected artifacts. In part two, students will practice developing and collecting fidelity of implementation data. In each measure students will include at least three observable skills (child progress monitoring measure) and fidelity of implementation steps (procedural steps). In part two, students will use the table provided to guide a reflection on use or future use of each artifact selected. Students will describe what each artifact/practice is, analyze why each one is important, judge its success, and discuss its application. Students will create a vlog, word document, or self-selected option that contains the information below. Students will post this within the discussion board and assignments link on Blackboard.

Part 1
Child Progress Monitoring Measure

Child Acronym: Date:				
Observable skills				

Fidelity of Implementation

Teacher Acronym: Date:			
Procedural Steps	Yes	No	Not Applicable

Part 2

Items	Describe	Analyze	Judge	Apply
Artifact 1:				
Artifact 2:				
Artifact 3:				
Artifact 4:				
Artifact 5:				
Artifact 6:				

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 are to be used 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.
- Students submit attendance and participation self-evaluation.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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 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 seeking Virginia initial teaching licensure must earn a B- or better in all graduate 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 and Assignments Due
Week 1 **Class meeting Mar 17 5:00 PM**	Orientation to course Introduction to Pyramid Model Professionalism, Ethical Standards, and Personal Integrity Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers	Review resources and watch video here: https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html Review Evidence Based Practices here: https://challengingbehavior.cbcs.usf.edu/Pyramid/practices.html Review Suspension and Expulsion resources here: https://challengingbehavior.cbcs.usf.edu/Pyramid/suspension.html DEC Code of Ethics: https://www.decdocs.org/member-code-of-ethics NAEYC Position Statement: Advancing Equity in Early Childhood Education, Pages 1-9: https://www.naeyc.org/resources/position-statements/equity VDOE - Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers
Week 2 **Class meeting Mar 24 5:00 PM**	Supporting All Diverse Young Learners Tier One: Building Relationships and Creating Supportive Environments for Classroom Management and Routines in Inclusive Classrooms	Review the four blue inclusion tabs and resources here: https://challengingbehavior.cbcs.usf.edu/Pyramid/inclusion/index.html DEC Frameworks for Response to Intervention in Early Childhood: Description and Implications: https://www.decdocs.org/position-statement-frameworks Review Emergencies and National Disasters here: https://challengingbehavior.cbcs.usf.edu/emergency/index.html
Week 3 Class meeting Mar 31 5:00 PM	Effect of Physical, Emotional, Social, and Intellectual Development on the Behavior and Discipline of Diverse Young Children	**Assignment 1: Building Relationships and Creating Supportive Environments due on Bb by March 31**
Apr 7	FCPS Spring Break – No class	

Week 4 **Class meeting Apr 14 5:00 PM**	Tier Two: Targeted Social Emotional Support for Guidance and Discipline of Young Children in the Classroom	DEC Position Statement on Child Maltreatment: https://www.decdocs.org/position-statement-child-maltreatme
Week 5 **Class meeting Apr 21 5:00 PM**	Meeting the Diverse Needs of Young Children • Culturally responsive approaches • Addressing children's stress and vulnerabilities	**Assignment 2: Targeted Social Emotional Supports due to Bb by April 21**
Week 6 **Class meeting Apr 28 5:00 PM**	Tier Three: Intensive Intervention	DEC Position Statement on Challenging Behavior: https://www.decdocs.org/position-statement-challenging-beha Review five Behavior Intervention resources here: https://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/index.html DEC/NAEYC Joint Position Statement on Inclusion: https://www.decdocs.org/position-statement-inclusion
Week 7 Class meeting May 5 5:00 PM	Implementing Evidence-Based Instructional Practices *Date by which all remaining assignments must be submitted*	**Assignment 3: Intensive Intervention due to Bb by May 5** **Assignment 4: Data-Based Decision Making and Reflection due to Bb by May 11**

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 https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

Revised for cohort 1/22/22

- 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://ds.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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website: http://cehd.gmu.edu.