

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

ECED 491.001 Seminar in Early Childhood Education for Diverse Learners  
3 Credits, Spring 2022  
NET 1/24/2022–5/18/2022, Online Hybrid  
In-Person Meetings: Thursdays/ 5:00-6:30 pm (1/27, 2/10, 2/24, 3/3, 3/31, 4/28)

**Faculty**

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**Required Prerequisites**

ECED 490  
May be taken concurrently.

**University Catalog Course Description**

Provides opportunity to evaluate and reflect upon classroom practices and interactions with diverse young children, families, and other professionals. Examines evidence-based practices used in early childhood classrooms to respond to the individual and group strengths, needs, and interests of young children with varied abilities from culturally, linguistically, and socioeconomically diverse backgrounds.

**Course Delivery Method**

This course will be delivered online using a synchronous seminar format using 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 January 24th, 2022.

**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](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](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/](http://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. 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 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. 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. 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 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 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 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 evidence-based instructional practices implemented during student teaching that promoted positive learning outcomes for young children.

10. Discuss 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 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 ways to navigate school environments.
13. Exhibit 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.). Author. ISBN: 978143383216-1

Fields, M., Merritt, P., & Fields, D. (2018). *Constructive guidance and discipline: Birth to age eight* (7th ed.). Pearson. ISBN: 9780134547916

**Recommended Texts**

Tyminski, C. (2014). *Your early childhood practicum and student teaching experience: Guidelines for success* (3rd ed.). Pearson. ISBN: 9780132869959

## Required Online Documents

- Council for Exceptional Children. (2015). *What every special educator must know: Professional ethical and standards*. Author. Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
- Council for Exceptional Children 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\\_6e8952cda15f48b3935a7729dddc50d.pdf](https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_6e8952cda15f48b3935a7729dddc50d.pdf)
- 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](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. (2012). Virginia’s guidelines for uniform performance standards and evaluation criteria for teachers. Retrieved from [http://www.doe.virginia.gov/teaching/regulations/2011\\_guidelines\\_uniform\\_performance\\_standards\\_evaluation\\_criteria.pdf](http://www.doe.virginia.gov/teaching/regulations/2011_guidelines_uniform_performance_standards_evaluation_criteria.pdf)
- Virginia Department of Education. (2021). Virginia tiered systems of support. Retrieved from <https://vtss-ric.vcu.edu/>

## 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 • Self-Evaluation	Ongoing May 12	25
Classroom Management and Guidance Analyses • Video Analysis 1 (guided practice) • Video Analysis 2 • Video Analysis 3 • Examination of Practice Reflections	<i>Ongoing and based on readings</i>  February 24  March 31 April 28 Ongoing	20  0 5 5 10
Instructional Reflections • Classroom Video 1 • Assessment Data • Lesson Plan and Video Clip 1	Submit to Bb <b>before</b> class: February 3 March 3 February 24	25 1 3 10

• Classroom Video 2	March 24	1
• Lesson Plan and Video Clip 2	April 14	10
Professional Resume	Draft – April 28 Final – May 5	5
Strength-Based Instruction and Guidance Talking Points Brief	Draft – April 21 Final – May 5	25
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Classroom Management and Guidance Analyses (20 points)**

This assignment is designed to assist students to explore and develop their own guidance and management practices. Students will (a) complete weekly readings and reflections related to classroom management and guidance philosophies, (b) engage in video analysis reflective experiences, and (c) engage in a Socratic seminar to analyze and discuss a particular guidance situation. A Classroom Management and Guidance Analyses guide will be available on Blackboard. Students are expected to follow the schedule and complete assignments according to the schedule.

**Instructional Reflections (25 points)**

Students will identify select artifacts from their internship to upload to Blackboard to be used during seminar discussions. Artifacts include the following:

***Introducing Classroom***

Students will upload two videos to *Blackboard* introducing their classroom at two points during the semester (see class schedule). They will narrate the video as they video record the various areas of the classroom. If the videos are of two different settings, they will introduce themselves, state the type of classroom and age/grade level of the children, and explain how the environment is set up. If the second video is of the same setting, they will introduce themselves, state the type of classroom and age/grade level of the children, and explain any changes they have made to the environment in response to what they have learned about the children.

***Assessment Data***

Students will upload to Blackboard and discuss during seminar children’s data collected during internship. They will use pseudonyms and ensure no identifiers are on the data. They will be prepared to discuss (a) how and why they collected the data; (b) what they considered before during, and after data collection; (c) how they analyzed and interpreted the data; and (d) how the data informed instruction.

***Two Lesson Plans with Videos (20 points, 10 points for each lesson plan with video)***

Students will upload to Blackboard and discuss during seminar two lesson plans implemented during internship, one in the first 8 weeks and one in the second 8 weeks of the internship. They will be prepared to discuss (a) how assessment informed their development of the lesson plan; (b) what they considered before, during, and after implementing the lesson plan; (c) how they differentiated instruction to respond to

individual children's strengths, needs, and interests; (d) how they addressed equity; (e) their reflections on the lesson; and (f) how the outcomes of this lesson informed their future lessons.

Students will select a teaching video clip from the implementation of each of the two lesson plans and upload to *Blackboard* for discussion. They will reflect with peers.

### **Professional Resume (5 points)**

Students will prepare a resume relevant to the positions they plan to seek. They will participate in feedback sessions, use feedback to revise their resume, and submit a final draft of their resume to Blackboard.

### **Strength-Based Instruction and Guidance Talking Points Brief (25 points)**

Students will prepare a two-page, single-spaced, strength-based instruction and guidance talking points brief. This brief is designed to help students organize their talking points for interviews, conversations with families, and collaborating with colleagues and other professionals. The brief will include the following:

- An introduction that provides an overview of their beliefs about strength-based instruction and guidance
- Nine to 12 strengths-based instruction and guidance talking points with a paragraph or bulleted points elaborating on each point
- In-text citations and a reference list written in APA style to support the introduction and talking points
- **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 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 and 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+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82  
C+ = 77 – 79   C = 73 – 79   C- = 70 – 72   D = 60 – 69   F = < 60

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 and Assignments Due
<b>Week 1 Jan 27</b>	Engaging in Critical Reflection on Teaching, Professional	<i>Review the following:</i>



Date	Topics	Readings and Assignments Due
<b>Synchronous Class Meeting</b>	<p>Collaborations, and Opportunities for Continuous Learning</p> <p>Establishing Professional Relationships</p> <p>Professionalism, Ethical Standards, and Personal Integrity</p>	<ul style="list-style-type: none"> <li>• <i>CEC Initial Preparation Standards &amp; ECSE Specialty Set</i></li> <li>• <i>NAEYC Initial Preparation Standards and Developmentally Appropriate Practices Position statement</i></li> <li>• <i>Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</i></li> <li>• <i>Student Teaching Evaluation Materials</i></li> </ul>
<b>Week 2 Feb 3 Asynchronous Class Meeting</b>	<p>Legal Status of Teachers and Students</p> <p>Crisis Management and Safety Plans</p> <p>Considering Guidance and Discipline of Diverse Young Children in the Classroom</p> <p>Virginia Tiered Systems of Supports</p>	<p>Read: Fields &amp; Fields, Chapter 1</p> <p><b>Due to Bb by 2/3 – Instructional Reflections: Classroom Video 1</b></p>
<b>Week 3 Feb 10 Synchronous Class Meeting</b>	<p>Effect of Physical, Emotional, Social, and Intellectual Development on the Behavior and Discipline of Diverse Young Children</p> <p>Preparing for and Learning from Student Teaching Observations and Evaluations</p> <p>Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</p>	<p>Read: Fields &amp; Fields, Chapters 2 and 3</p>
<b>Week 4 Feb 17 Asynchronous Class Meeting</b>	<p>Classroom Management: Environment, Routines, and Discipline Programs in Inclusive Classrooms</p> <p>Interpreting and Using Assessment of Diverse Young Children to Inform Practice</p>	<p>Read: Fields &amp; Fields, Chapter 4</p>
<b>Week 5 Feb 24</b>	<p>Teaching Desirable Behavior Through Example</p>	<p>Read: Fields &amp; Fields, Chapter 6</p>

<b>Date</b>	<b>Topics</b>	<b>Readings and Assignments Due</b>
<b>Synchronous Class Meeting</b>	<ul style="list-style-type: none"> <li>• Building inclusive classroom community</li> <li>• Promoting well-being</li> </ul> <p>Implementing Evidence-Based Instructional Practices</p>	<p><b>Due to Bb by 2/24 – Classroom Management and Guidance Analyses: Video Analysis #1</b></p> <p><b>Due to Bb by 2/24- Instructional Reflections: Lesson Plan and Video Clip #1</b></p>
<b>Week 6 Mar 3  Synchronous Class Meeting</b>	<p>Communication Strategies for Effective Discipline</p> <ul style="list-style-type: none"> <li>• Redirecting behavior</li> <li>• Positive behavior supports</li> </ul> <p>Collaborating with Diverse Families and Communities</p>	<p>Read: Fields &amp; Fields, Chapters 7 and 13</p> <p><b>Due to Bb by 3/3 – Instructional Reflections: Assessment Data</b></p>
<b>Week 7 Mar 10 Asynchronous Class Meeting</b>	<p>Helping Children Understand and Accept Limits</p> <ul style="list-style-type: none"> <li>• Individual interventions</li> </ul> <p>Preparing for a Professional Career in Early Childhood Education – Reference Letters</p>	<p>Read: Fields &amp; Fields, Chapter 8</p>
<b>Mar 17</b>	Spring Recess – No class	
<b>Week 8 Mar 24 Asynchronous Class Meeting</b>	Supportive instruction	<p>Read: Fields &amp; Fields, Chapter 9</p> <p><b>Due to Bb by 3/24 – Instructional Reflections: Classroom Video #2</b></p>
<b>Week 9 Mar 31 Synchronous Class Meeting</b>	Preparing for a Professional Career in Early Childhood Education -Creating An Effective Resume	<p>Read: Fields &amp; Fields, Chapter 12</p> <p><b>Due to Bb by 3/31 – Classroom Management and Guidance Analyses: Video Analysis #2</b></p>
<b>Apr 7</b>	Work Week	
<b>Week 10 Apr 14 Asynchronous Class Meeting</b>	<p>Punishment Versus Discipline</p> <p>Preparing for a Professional Career in Early Childhood Education – Applying for Positions</p>	<p>Read: Fields &amp; Fields, Chapter 10</p> <p><b>Due to Bb by 4/14 – Instructional Reflections: Lesson Plan and Video Clip #2</b></p>
<b>Week 11 Apr 21 Asynchronous Class Meeting</b>	Childlike Behaviors and Unmet Needs	<p>Read: Fields &amp; Fields, Chapter 11</p> <p><b>Due to Bb by 4/21 – Draft of Strengths-based Instruction and Guidance Talking Points Brief</b></p>

Date	Topics	Readings and Assignments Due
	Preparing for a Professional Career in Early Childhood Education – Interviewing for Positions	
<b>Week 12</b> <b>Apr 28</b>  <b>Synchronous</b> <b>Class Meeting</b>	Meeting the Diverse Needs of Young Children <ul style="list-style-type: none"> <li>• Culturally responsive approaches</li> <li>• Addressing children’s stress and vulnerabilities</li> </ul> Preparing for a Professional Career in Early Childhood Education – Articulating a Code of Practice	<b>Due to Bb by 4/28 – Draft of Professional Resume</b>  <b>Due to Bb by 4/28 – Classroom Management and Guidance Analyses: Video Analysis #3</b>
<b>Week 13</b> <b>May 5</b> <b>Asynchronous</b> <b>Class Meeting</b>	Analyzing Discipline Challenges  Preparing for a Career in Early Childhood Education <ul style="list-style-type: none"> <li>• Understanding 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</li> <li>• Navigating school environments</li> </ul>	<b>Due to Bb by 5/5 – Final Draft: Professional Teaching Resume</b>  <b>Due to Bb by 5/5 – Final Draft: Strengths-Based Instruction and Guidance Talking Points Brief</b>
<b>Week 14</b> <b>May 12</b>	Finals Week	<b>Due to Bb by 5/12 – Attendance and Participation Self-Evaluation</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 <https://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://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 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 <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](mailto:titleix@gmu.edu).

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

## **Strengths-Based Instruction and Guidance Talking Points Brief Evaluation Guide**

- /2 Prepared a two-page, single-spaced, strength-based instruction and guidance talking points brief designed to help students organize their talking points for interviews, conversations with families, and collaborating with colleagues and other professionals.
  - Focused on strength-based instruction and guidance
  - Addressed the intended purpose and audience
  - Wrote two single-spaced pages
  
- /6 Provided an introduction to the strengths-based instruction and guidance talking points brief.
  - Used strengths-based language
  - Provided an evidence-based introduction to the instruction and guidance talking points
  
- /12 Provided nine to 12 strengths-based instruction and guidance talking points with a paragraph or bulleted points elaborating on each talking point.
  - Stated talking points using strengths-based language
  - Included talking points meaningful and relevant to working in early childhood education settings
  - Provided evidence-based support for each talking point
  
- /5 Wrote the talking points in a clear, concise, and cohesive manner using correct spelling and mechanics.
  - Presented ideas in a clear, concise, and organized manner
  - Developed talking points coherently, definitively, and thoroughly
  - Cited appropriate authorities, studies, and examples are cited where appropriate
  - Used correct capitalization, punctuation, spelling, and grammar
  - Followed APA style in the text and in the reference list