ECED 601.DL2, 600, 601Frameworks in Early Childhood Education
3 Credits, Spring 2017
Tuesday / 5:30 – 8:10 pm
3/21, 3/28, 4/4, 4/11, 4/18, 4/25, 5/2
Arlington Founders Hall 310, Arlington Campus

## Faculty

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## Prerequisites/Corequisites

Must be taken with or after final course of program.

## University Catalog Course Description

Analyzes foundational frameworks for developing perspectives for working with culturally, linguistically, and ability diverse young learners, birth to age 8, and their families. Examines foundational work from fields of early childhood education, early childhood special education, multicultural education, and second language acquisition.

## Course Overview

Not Applicable

## Course Delivery Method

This course will be delivered using a lecture and discussion format.

## Learner Outcomes or Objectives

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

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

**Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)**
Upon completion of this course, students will have met the following professional standards:
Not Applicable

**Required Texts**
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children.* Upper Saddle River, NY: Allyn & Bacon/Pearson.
Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). Boston, MA: Pearson.

**Required Articles (available on Blackboard under Course Materials)**
Council for Exceptional Children (CEC). (2011). *Special education professional practice standards.* Arlington, VA: CEC.
Diamond, K., Justice, L., Siegler, R., & Snyder, P. (2013). *Synthesis of IES research on early intervention and early childhood education.* U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research.
Division for Early Childhood (DEC). (2007 a). *Concept paper: Identification of and intervention with challenging behavior.* Missoula, MT: DEC.
DEC. (2007 b). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: DEC.
DEC. (2009 a). *Code of ethics*. Missoula, MT: DEC.
DEC. (2009 b). *Concept paper: Developmental delay as an eligibility category.* Missoula, MT: DEC.
DEC. (2010). *Position paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice.* Missoula, MT: DEC.
*DEC, NAEYC, & National Head Start Association (NHSA). (2013). Frameworks for response to intervention in early childhood: Description and implications.*
DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood and the National Association for the Education of Young Children.* Chapel Hill: The University of North Carolina, FPG Child Development Institute.
Fitzgerald, M. M., & Theilheimer, R. (2012). Moving toward teamwork through professional development activities. *Early Childhood Education Journal, 41, 103-113.* Doi: 10.1007/s10643-012-0515-z
Harte, H. A. (2011). E-Professionalism for early care and education providers. *Dimensions of Early Childhood, 39,* 3-9.

LaRocco, D. J., & Bruns, D. A. (2013). It's not the "what," it's the "how": Four key behaviors for authentic leadership in early intervention. *Young Exceptional Children, 16,* 33-44. doi: 10.1177/1096250612473129

National Association for the Education of Young Children (NAEYC). (1995). *Position statement: Responding to linguistic and cultural diversity recommendations for effective early childhood education.* Washington, DC: NAEYC.

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

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

NAEYC. (2009 c). *Where we stand: on responding to linguistic and cultural diversity.* Washington, DC: NAEYC.

NAEYC & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2003*). Joint position statement: Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Washington, DC: NAEYC.

National Board for Professional Teaching Standards (NBPTS). (2012). *Early childhood generalist standards: For teachers of students ages 3-8* (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.**

Sugarman, N. A. (2011). Putting yourself in action: Individual professional development plans. *Young Children, 66, 27-33.*

Teachers of English to Speakers of Other Languages (TESOL). (2009). *Position statement on teaching English as a foreign or additional language to young learners.* Alexandria, VA: TESOL.

TESOL. (2010). *Position paper on language and literacy development for young English language learners (ages 3-8).* Alexandria, VA: TESOL.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

| Assignments | Due Dates | Points |
|---|---|---|
| Attendance & Participation | Ongoing | 15 |
| Self Assessment | | |
| • Self Assessment for Chapter 3 | March 28 | 4 |
| • Self Assessment for Chapter 4 | April 4 | 4 |
| Career Trajectory and Professional Development Plan | April 11 | 15 |
| Seminar Leadership 4/18, 4/25, 5/2 *Please note: each group member needs to submit evidence of each part of the seminar below through the Assignment tab on Blackboard for your work to be evaluated.* | | 30 |

| | | |
|---|---|---|
| Reading Selection (1 point with justification) | Selected by group and finalized by **Sunday, April 9** | |
| Outline and Agenda Posted (2 points with personal contributions noted) | Due the Sunday before the in class presentation (i.e., 4/16 for 4/18 presentation; 4/23 for 4/25 presentation; and 4/30 for 5/2 presentation) | |
| Seminar Handout (2 points with personal contribution noted) | Sunday before seminar (i.e., 4/16 for 4/18 presentation; 4/23 for 4/25 presentation; and 4/30 for 5/2 presentation) | |
| Seminar Facilitation (15 points) | In Class Seminar dates 4/18 with online introduction due April 11; 4/25 with online introduction due April 18; 5/2 with online introduction due April 25 | |
| Seminar Feedback & evaluation (5 points for thoughtful feedback provided to other groups (1 point per presentation) | Evening of in class seminar 4/18, 4/25, OR 5/2 | |
| Individual Reflection on Seminar (5 points for your personal reflection) | Six days after in class seminar 4/24, 5/1, OR 5/8 | |
| ECE Program Feedback | May 2 | 2 |
| Guiding Principles Narrative | May 12 | 30 |
| **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 upload the survey responses to Blackboard and will respond to the open-ended questions in Blackboard Journal prior to due date.

*Chapter 3 Knowledge and Skills Self-Assessment (Due March 28, 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 (Due April 4, 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** *(Due April 11, 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 three to four double-spaced pages.

### **Seminar Leadership** *(Variable due dates, 30 points)*
This assignment is designed to support the development of students' professional leadership and collaboration skills as well as promote discussion of topics in early childhood education, early childhood special education, bilingual education, and multicultural education. Students are expected to use adult learning principles to plan and facilitate a 75-minute seminar on a topic in early childhood education. The seminar leadership team will scaffold and support classmates' understanding of key issues faced by early childhood professionals. The seminar will reinforce previous program readings and experiences and include a focus on the position statements outlined in the syllabus.

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

Student-Facilitated Seminar will focus on Current Trends in Early Childhood Education

Topics may emerge from the following topics of interest:
  Teaching children in poverty: focus on SES,
  Linguistic Diversity in Young Children, Families and Communities,
  Cultural Diversity Families, Children and Communities,
  Inclusion in Early Childhood Education Classrooms,
  Understanding and Responding to Challenging Behaviors,
  Intentional Teaching in Early Childhood,
  Play in Early Childhood,
  Assessment in Early Childhood,
  Or as determined by the group and approved by the instructor

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

- **Create a multimedia product** on the issue under discussion. The creative (Power Point is not a 'creative' product) product should last for 75 minutes and should stimulate critical reflection and dialogue through the use of music, film, personal stories, interviews, newspaper clippings, photos, art, large/small group activities and/or any other relevant material or resources. Part of your presentation will be presented as online during the online class session prior to your face-to-face seminar. Students must be cognizant of any copyright issues that may arise in the use of these materials and credit materials as appropriate. Work as a group on creating a draft outline and agenda and share with instructor electronically one week prior to seminar. All group members should be prepared to help address edits and suggested changes from professor. All materials used in presentation must be viewed and approved by professor prior to their use.
- **Choose one reading** that will add to their classmates' understanding of the subject and is related to the multimedia product. A link to this reading should be posted on BB and introduced as part of the online experience the week before the seminar presentation. ALL STUDENTS HAVE TO READ ASSIGNED READINGS FOR THE SEMINAR.
- **Provide a handout that will be posted electronically** for classmates' use. The handout may include links to resources that will further their understanding of the topic. The handout should be posted to Blackboard through the assignments section by the Sunday before the seminar date.
- **Assume a leadership role in the seminar preparation and presentation.** Leadership will be demonstrated by the students' ability to function as experts with reference to the topic and on their ability to support, monitor, and evaluate classmates' learning. It is their job to ensure that all classmates have participation opportunities. All members of group should assume a leadership position during the seminar.

There will be group planning time for the seminars during face-to-face classes and online class sessions; however, the seminar leadership team will need to collaborate outside of these designated class times, as well. **A detailed plan and agenda for the seminar must be submitted electronically one week prior to seminar.**

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

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

**Statement of Guiding Principles for Early Childhood Education** *(May 12, 30 points)*
Students will write a statement that discusses the principles that guide or will guide their practice with culturally, linguistically, and ability diverse young children and their families. They will develop approximately 6 guiding principles to discuss. The statement will include an introduction that provides an overview of 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. (This breaks down to at least 2 pages per guiding principle with one opening and one closing page).

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

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

**Program Feedback** *(May 2, 2 points)*
Students will respond to a survey and write a single-spaced, one- to two-page critique of the early childhood education program. Students will discuss the components of the Mason program

they found helpful and would suggest as experiences for other students in their specialty area. They will also suggest ways to improve the Mason program.

- **Other Requirements**

**Attendance and Participation** *(15 points)*
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is 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 is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

*Note:* To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

**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. Portions of the APA manual appear at the Style Manuals link on the Mason library web 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 = 83-86    B- = 80-82    C = 70-79    F = <70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times.

**Class Schedule**

| Class | Topics | Assignments & Readings Due |
|---|---|---|
| March 21 A <br> Face-to-Face | Engaging in Ethical Practice | Feeney (2012) Appendix A NAEYC Code of Ethics and Statement of Commitment <br><br> CEC (2011), NAEYC (2009 a, b & c), and NBPTS (2012) Professional Standards <br><br> DEC Code of Ethics (2009) |
| March 21 B <br> Online | Engaging in Reflective Professional Practice | Feeney (2012) Chapter 1-3 <br><br> (Focus on Chapter 3 first) |
| March 28 A <br> Face-to-Face | Introducing Critical Pedagogy <br><br> & The Reflective Cycle <br><br> Group seminar plans | Wink (2011) Chapter 1 <br><br> Harte (2011) <br><br> ***Self-Assessment with reflection for Chapter 3 due today before class Feeney pp. 110-115*** |
| March 28 B <br> Online | Pursuing a Career in Early Childhood Education <br><br> Engaging in Professional Development | Feeney (2012) Chapter 4 <br><br> Feeney (2012) Chapter 5 <br><br> LaRocco & Bruns (2013) |
| April 4 A <br> Face-to-Face | Critical Pedagogy and Theory <br><br> Group seminar plans | Wink (2011) Chapter 2 pp. 45-top of 70 <br><br> Fitzgerald & Theilheimer (2012) |

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|---|---|---|
| | | *Self-Assessment with reflection for Chapter 4 due today before class Feeney pp. 115-119* |
| April 4 B<br>Online | Ongoing and Relevant Professional Development as an Essential Practice | Feeney (2012) Chapter 6<br><br>Sugarman (2011)<br><br>**Reading Selection with justification for all groups due Sunday, April 9.** |
| April 11 A<br>Face-to-Face | Critical Pedagogy and Theory | Wink (2011) Chapter 2 pp. 70-90<br><br>**Career Trajectory & Professional Development Plan due today.**<br><br>**Online seminar introductions due today for Groups 1 and 2 scheduled to present in class on April 18.** |
| April 11 B<br>Online | Engaging in Evidence-Based Practice | Preskill, Jones & Tengue (2013)<br><br>NAEYC-NAECS/SDE (2003)<br><br>NAEYC (2009 a)<br><br>DEC (2007 a) |
| April 18 A<br>Face-to-Face | Exploring the Roots of Critical Pedagogy<br><br>Student facilitated Seminar:<br><br>Group 1 and Group 2 | Wink (2011) Chapter 3<br><br>Seminar readings from groups 1 and 2<br><br>**Online seminar introductions due today for Groups 3 and 4 scheduled to present in class on April 25.** |
| April 18 B<br>Online | Focusing on Culturally and Linguistically Diverse Young Learners | Ponciano & Shabazain (2012)<br><br>NAEYC (1995) & (2009 c)<br><br>TESOL (2010)<br><br>TESOL (2009)<br><br>DEC (2010) |
| April 25 A<br>Face-to-Face | Embracing Critical Pedagogy<br><br>Student-Facilitated Seminars | Wink (2011) Chapter 4<br><br>Seminar readings from groups |

| | Group 3 and Group 4<br><br>Focusing on Culturally and Linguistically Diverse Young Learners<br>*Extended* | 3 and 4<br><br>**Online seminar introductions due today for Groups 5 and 6 scheduled to present in class on May 2.** |
|---|---|---|
| April 25 B<br>Online | Focusing on Inclusion in Early Childhood Education<br><br>Response to Intervention (RTI) in early childhood | Diamond et al., (2010)<br><br>DEC/NAEYC (2009)<br><br>DEC/NAEYC/NHSA (2013) |
| May 2 A<br>Face-to-Face | Critical Pedagogy an Ongoing Journey<br><br>Student-Facilitated Seminars<br><br>Group 5 and Group 6 | Wink (2011) Chapter 5<br><br>Seminar readings from groups 5 and 6<br><br>*Bring a completed draft of at least one of your Guiding Principles to class for peer review.* |
| May 2 B<br>Online | Moving Forward<br><br>Peer Review of Papers<br><br>Review of Course Experiences | **Program Feedback Due MAY 2** |
| May 12 | *No Class: Finals Week* | **Guiding Principles Paper<br><br>Due May 12<br><br>Congratulations!** |

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 http://oai.gmu.edu/the-mason-honor-code/).

- 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/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources.  Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/).  Students in need of these services may contact the office by phone at 703-993-3686.  Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

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