

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

ECED 601.001 Frameworks in Early Childhood Education
3 Credits, Spring 2017
Tuesday/ 4:30 – 7:10 pm
Robinson B 108, Fairfax 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	January 31	4
• Self Assessment for Chapter 4	February 14	4
Career Trajectory and Professional Development Plan	March 7	15
Seminar Leadership		30
• Reading Selection	Selected by group and finalized by 2/28	
• Outline and Agenda Posted	A week before seminar	
• Seminar Handout	Sunday before seminar	
• Seminar Facilitation	See schedule	

• Seminar Feedback & evaluation	Evening of seminar	
• Individual Reflection on Seminar	One week after seminar	
ECE Program Feedback	May 16	2
Guiding Principles Narrative	May 16	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

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

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 to ten double-spaced pages.

Seminar Leadership (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.

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. 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 after 10/18. **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 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 seminar during class; however, the seminar leadership team will need to collaborate outside of class, 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-spaced 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 (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.

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

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 and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library 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
January 24	Engaging in Reflective Professional Practice	Feeney: Chapter 1-3; Wink: Chapter 1 CEC (2011), NAEYC (2009 a, b & c), and NBPTS (2012) Professional Standards
January 31	Engaging in Ethical Practice Critical Reflection vs Reflection	Feeney: Chapter 4 Wink: Chapter 2 Appendix A NAEYC Code of Ethics and Statement of Commitment DEC Code of Ethics (2009) Self-Assessment for Chapter 3 (pp. 110-115) due BEFORE class
February 7	Engaging in Reflective Collaborative Practice	Feeney: Chapter 5; Wink: pp. 70-90 LaRocco & Bruns (2013) Harte (2011)
February 14	Engaging in Professional Development Theory Dilemmas/Critical Reflection	Feeney: Chapter 6; Wink: Chapter 3 Sugarman (2011) Self-Assessment for Chapter 4 (pp. 115-119) due BEFORE class
February 21	Pursuing a Career in Early Childhood Education Dilemmas/Critical Reflection	Wink: pp. 110-141 Fitzgerald & Theilheimer (2012) Share TWO resources for a career in early childhood – Post on BlackBoard Discussion – due BEFORE class
February 28	Facilitating Professional Development Future Professional Development Critical Reflection Core Knowledge	Feeney: Chapter 6 Wink: Chapter 4 Diamond et al (2013)

		Bring hard copy of Core Knowledge completed to class.
March 7	Small group meetings	Group seminar plans Have 'Student-selected reading' for group seminars decided on PRIOR to class Career Trajectory & Professional Development Plan Due BEFORE class
March 14	<i>No Class: Spring Break</i>	
March 21	Engaging in Evidence-Based Practice Student-Facilitated Seminar Teaching children in poverty: focus on SES	Preskill, Jones & Tengue (2013) NAEYC-NAECS/SDE (2003) Student- selected reading
March 28	Student facilitated Seminar: Linguistic Diversity in Young Children, Families and Communities Guiding Principles	NAEYC (1995) &(2009 c) TESOL (2010) TESOL (2009) Student-selected reading
April 4	Student-Facilitated Seminar: Cultural Diversity Families, Children and Communities Guiding Principles	Ponciano & Shabazain (2012) DEC (2010) Student-selected reading
April 11	Student-Facilitated Seminar: Inclusion in Early Childhood Education Classrooms Response to Intervention (RTI) in early childhood	DEC/NAEYC (2009) DEC (2009 b) DEC/NAEYC/NHSA (2013) Student-selected reading
April 18	Student-Facilitated Seminar: Understanding and Responding to Challenging Behaviors	DEC (2007 a) NAEYC (2009 a) Student-selected reading
April 25	Student-Facilitated Seminar: Trends in Early Childhood Education	Wink: Chapter 5 Student-selected reading
May 2	Moving Forward Review of semester Peer Review of papers	Bring a completed Guiding Principles in ECE paper to class for peer review.
May 9	<i>No Class: Reading Day</i>	
May 16	<i>No Class: Finals Week</i>	Guiding Principles Paper; Program Feedback Due by NOON 12/13

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/>.

Assessment Rubric(s)

Seminar Criteria for Grading

The seminar is 30 points of the total semester grade. Students will be evaluated based on the following criteria:

/8 Planning and Preparation

- Posted a relevant article that contributed to classmates' understanding of the topic to Blackboard by assigned deadline
- Submitted a draft of detailed plans and agenda to instructor by assigned deadline
- Posted a handout that included clearly presented information to support the learning and discussion to Blackboard by the Monday before the seminar
- Brought a hard copy of the outline and agenda for the seminar to class on assigned class

/14 Seminar Facilitation

Introduction

- Introduced the topic to classmates in an interesting and thought-provoking manner

Approach

- Used a multimedia product or products that stimulated critical reflection and dialogue
- Used adult learning principles to facilitate activities that scaffolded and supported classmates' understanding of key issues faced by early childhood professionals
- Facilitated a stimulating and thought-provoking learning process that included multiple and varied learning activities, including at least one interactive activity

Content

- Reinforced previous program readings and experiences and included a focus on the position statements outlined in the syllabus
- Facilitated the discussion in a way that engaged all participants in the dialogue, supported their interaction with the main points of the articles read, and made strong

connections to implications for their work in ECE settings

Functioned as experts with reference to the topic and their ability to support, monitor, and evaluate classmates' learning

Provided opportunities for classmates to discuss and reflect critically on the issue in their current and future professional lives

Provided sufficient information about the issue that classmates are 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

Closing

Closed the discussion with a clear and concise summary of the main points considered and left the participants with some future questions and thoughts to explore

Concluded the seminar in a timely manner

Seminar lasted for 75 minutes.

/8 Reflection

Provided substantive feedback to peers

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Wrote an individual reflection approximately two to three double-spaced pages in length that included 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

Posted the reflection no later than one week after the seminar was presented on BB for instructor's review. This will be an individual/private reflection

Guiding Principles Criteria for Grading

The Statement of Guiding Principles for Early Childhood Education is 30 points of the total semester grade. Students will be evaluated based on the following criteria:

/ 4 Introduction

This section tells the readers what you will tell them in your paper.

- Situates the writer as a graduate student in Early Childhood Education and identifies the degree program in which you are enrolled
- Provides an overview of the 6 to 8 guiding principles that guide or will guide your practice with culturally, linguistically, and ability diverse young children and their families

/ 20 The Guiding Principles

This section tells the reader why you chose the principles you did, why they are important to you, and how your experiences and coursework helped to inform your thinking. For each principle, you will need to do the following:

/5 Discuss the program experiences, coursework, and/or internships that influenced the development of the principle and the related practices

/5 Use specific examples/stories to illustrate your points, including examples from your field experiences and the dilemmas you faced

/5 Examine and analyze critically the themes and connections you made with texts, ideas, theories, and experiences

/5 Explain how and why these themes and connections were significant to you and the development of the specific guiding principles

/ 3 Summary

This section brings the paper to a close and reminds the readers what you have told them:

- Summarizes the guiding principles
- Concludes with thoughts related to future activities guided by these principles

/ 3 Style and Format

APA style should be used throughout the paper, including the following:

- Correctly formatted cover page
- Appropriate use of headings
- Correct citations in the body of the paper and on the reference page(s)

Career Trajectory and Professional Development Plan

The Career Trajectory and Professional Development Plan is 15 points of the total semester grade. Students will be evaluated based on the following criteria:

/3 Deciding to pursue a Master of Education degree

Reflect on past experiences that lead to decision to enter the mater of education program to prepare for/or further enhance career in early childhood education (ECE)

- Describe the key factors that influenced your decision to enter the mater of education program
- Explain how these key factors came together as you made your commitment to the program

/4 Pursuing a master of education degree

Reflect on experiences in the Mason ECE program that influenced beliefs and practices

- Described key readings, class experiences, field experiences, and interactions that were influential in developing your beliefs about ECE and the practices you enact or will enact in your work in ECE
- Explained how these key experiences interacted to inform your belief and practices
- Reflected on what this means to your work in ECE

/5 Future trajectory and professional development plan

Discussed future professional goals, including goals 5, 10, 20, and 30+ year from now and a plan for professional development meet these goals:

- Describe future professional goals over the next 30+ years and a plan
- Describe a plan for professional development to meet these goals
- Explained how these goals and plans for professional development will interact to support your career in ECE
- Reflect on what these goals and plans mean to your work in ECE and what might influence the path you take as you move through your career

/3 Writing and Graphic Expression

Use a combination of narratives and graphics to convey path to this point in career

- Present ideas in a clear, concise, and organized manner using words and graphic representation
- Develop points coherently, definitively, and thoroughly using written words and graphic representations
- Use correct capitalization, punctuation, spelling, and grammar in narrative and graphic representations

TOTAL /15