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

EDSE 792 Early Childhood Final Portfolio (1 credit)  

Fall 2009  
Meets on Tuesday, September 8; 7:20 – 10:00 pm in Robinson A 350  
Individualized online consultation during the semester  

Instructor: Debby Fulcher  
E-Mail: dfulche1@gmu.edu  
Phone Number: 703-993-6558  
Office Hours: By appointment  
Website: www.taskstream.com  

Course Description  
This course provides an opportunity for students to develop their portfolio. This serves as the vehicle to assess whether they are meeting the standards of their professional organization, the Council for Exceptional Children (CEC) or the National Association for the Education of Young Children (NAEYC).  

Learner Outcomes  
- Students will discuss issues around teacher preparation portfolio development.  
- Students will provide evidence of meeting professional standards.  
- Students will articulate the principles that guide and will guide their practice, reflect on the program experiences that contributed to the development of these principles, and provide evidence that supports each of the guiding principles.  
- Students will present this portfolio to program faculty.  

Nature of Course Delivery  
This course will include one face-to-face meeting and the use of online tools, such as TaskStream, Blackboard, and e-mail to provide individualized consultation during the semester.  

CEHD Syllabus Statements of Expectations  
The College of Education and Human Development (CEHD) expects that all students abide by the following:  

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.  

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.  

Students must agree to abide by the university policy for Responsible Use of Computing. See https://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.  

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
Relationship of Course to Program Goals and Professional Organizations
EDSE 792 is part of the Early Childhood Education Program for teacher licensure in the Commonwealth of Virginia in Early Childhood Education (EPK3). The program aligns with the standards for teacher licensure established by NAEYC, the major early childhood education professional organization in the United States (see the NAECY standards on the following website: www.naeyc.org). This course addresses NAECY standards and the National Council for Accreditation of Teacher Education (NCATE) assessments.

Grading
Students are graded Satisfactory, In Progress, or No Credit.

Written Assignments
All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth 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 GMU library web guide at http://library.gmu.edu/resources/edu/.

Students will
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.

Course Requirements
Students enrolled in EDSE 792 may have completed EDSE 791 at different points in the development of the ECSE Portfolio. Students will work with the EDSE 792 instructor to make sure they are able to complete the portfolio in the manner they started.

- Students who took EDSE 791 Midpoint Portfolio prior to the introduction of TaskStream have the choice of completing the binder portfolio they started during EDSE 791 or completing the E-Portfolio on TaskStream. Students will work with the instructor to decide how to best proceed.
- Students who took EDSE 791 Midpoint Portfolio prior to the development of the ECSE PBA Folio will complete the portfolio they started on TaskStream during EDSE 791.
- Students enrolled in the ECSE PBA Folio should follow the directions outlined below.
NCATE Performance-Based Assessment System

Students will upload the required NCATE performance-based assessments (PBAs) to the Directed Response Folio on TaskStream. At final portfolio, they will have all required PBAs uploaded to the Directed Response Folio on TaskStream.

Guiding Principles E-Portfolio

In addition to making sure all PBAs have been uploaded to the Directed Response Folio, teacher students will develop a Presentation Portfolio that includes a guiding principles narrative. They will select artifacts that support their guiding principles and will write an evidence reflection for each guiding principle.

Guiding Principles Narrative

Students will write a narrative that discusses the principles that guide or will guide their practice. They will develop at least 6 to 8 guiding principles to discuss in their guiding principles narrative. The narrative will include an introduction that presents the guiding principles. The body of the narrative will provide a discussion of each of the principles. For each principle, students will discuss how it guides or will guide their practice and what program experiences, coursework, and/or internships influenced the development of the principle and related practices. The narrative will conclude with a summary of the principles discussed. Students will use citations to reference the texts that influenced their thinking. The guiding principles narrative will be 10 to 16 double-spaced pages.

Future Directions Narrative

Students will write a narrative that discusses the future implications of their engagement in the early childhood education program. This narrative will include thoughts about their career goals and future practice. The Future Directions Narrative will be approximately 1 to 2 double-spaced pages. This narrative can be included as part of the Guiding Principles Narrative or can be uploaded as a separate document.

Evidence Reflections and Artifacts

Students will select three artifacts that provide evidence that supports each of the 6 to 8 guiding principles. For each principle, students will write a brief description of the artifact/s, a rationale for selecting the evidence, and a reflection on the experiences represented by the artifacts. An artifact may be used to support up to 2 guiding principles. The following template will be used:

Guiding Principle (Write a sentence that states the guiding principle.)

List three artifacts that support the guiding principle and write a brief description of each. Explain your rationale for selecting the artifacts. Why did you select them? How do they support the guiding principle? How did they influence the development of the guiding principle?

Reflect on the experiences represented by the artifacts. What learning occurred as a result of participating in this assignment or experience? In what ways did your thinking change? In what ways did your practice change?
The evidence reflection for each guiding principle will be approximately 1 single-spaced page in length.

**Final Portfolio Review**

Students will meet with at least one faculty member for the final portfolio review. During the review, students will share their guiding principles using the portfolio to support their thoughts and assertions. They will discuss their journey through the program and the guiding principles that have evolved. They will use selected artifacts to support and illustrate their assertions. They will conclude their review with thoughts about their future directions. For some ECE concentrations, the audience will also include a small group of peers.

**Program Critique**

Students will write a single-spaced critique of the program based on the information contained in the portfolio and the students’ personal experiences. 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 changes they view are needed in the Mason program. This will be anonymous and will be submitted separately from the portfolio. It will not be uploaded to TaskStream.

**Class Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPICS</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 8</td>
<td>Portfolio overview&lt;br&gt;Writing the Guiding Principles and Future Directions Narratives</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Guiding Principles and Future Directions Narratives&lt;br&gt;Evidence for Principles (Artifacts)&lt;br&gt;Evidence Reflections</td>
<td>Upload to TaskStream first draft of Guiding Principles and Future Directions Narratives by October 6&lt;br&gt;Upload artifacts and first draft of the Evidence Reflections by October 20</td>
</tr>
<tr>
<td>Online</td>
<td>Once uploaded the instructor will offer feedback and will guide student through revisions and additions toward final portfolio document submission</td>
<td>Submit revisions to Portfolio documents to TaskStream and e-mail instructor at <a href="mailto:dfulche1@gmu.edu">dfulche1@gmu.edu</a> to alert her of new postings</td>
</tr>
<tr>
<td>Weeks of Nov 30 or Dec 7</td>
<td>Final Portfolio Review</td>
<td>Submit program critique</td>
</tr>
</tbody>
</table>