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

EDSE 792 Early Childhood Final Portfolio (1:1:0)
Spring 2010
January 26, 2010

7:20 – 10:00 pm in Robinson A350

Individualized online consultation during the semester

Instructor: Debra Fulcher
Email: dfuche1@gmu.edu
Phone Number: 703-314-2390
Office Hours: By Appointment
Websites: www.taskstream.com
          https://gmu.blackboard.com

Course Description
Opportunity for students to develop their portfolio. Serves as the vehicle to assess whether they are meeting the standards of their professional organization, the Council for Exceptional Children.

Note: Early Childhood Education, PK-3 students will address the standards for the National Association for the Education of Young Children.

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:

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.

**Attendance**

Attendance in class is important to students’ learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.

**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 Special Education (ECSE) and Early Childhood Education (EPK3). The program aligns with the standards for teacher licensure established by the National Association for the Education of Young Children (NAEYC), the major early childhood education professional organization in the United States (see the NAEYC standards on the following website: www.naeyc.org) and standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization in the United States (see CEC standards on the following website: http://www.cec.sped.org). This course addresses NAEYC standards, CEC standards, and the National Council for Accreditation of Teacher Education (NCATE) assessments.

**National Association for the Education of Young Children (NAEYC) Standards**

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Teaching and Learning
5. Becoming a Professional

**Council for Exceptional Children (CEC) Standards**

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration
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, 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. 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 guide at http://library.gmu.edu/resources/edu/.

Expectations
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.

Final Portfolio 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 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, 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 a 10 to 16 double-spaced word document.

**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 a 1 to 2 double-spaced paged word document. *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>January 26</td>
<td>Portfolio overview Writing the Guiding Principles and Future Directions Narrative</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Guiding Principles Narrative and Future Directions Narrative</td>
<td>Upload to TaskStream first draft of Guiding Principles Narrative and Future Directions Narrative by February 26</td>
</tr>
<tr>
<td></td>
<td>Evidence for Principles (Artifacts) Evidence Reflections</td>
<td>Upload Artifacts and first draft of the Evidence Reflections by March 19th</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 April 26 and May 3rd</td>
<td>Final Portfolio Review</td>
<td>Submit Program Critique</td>
</tr>
</tbody>
</table>