

**George Mason University
College of Education and Human Development
Teach For America/Excel Charter School**

EDSE 791 Early Childhood Midpoint Portfolio (1 credit)

Fall 2009

9:20-10 p.m. Thursday (see small group meeting dates on blackboard)

Instructor: M. Susan Burns

Email: mburns2@gmu.edu

Office Hours: By Appointment

Websites: www.taskstream.com
<https://gmublackboard.com>

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 National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

Learner Outcomes

- Students will discuss issues around teacher preparation professional standards.
- Students will provide evidence of meeting professional standards.

Nature of Delivery

This opportunity will include face-to-face small group discussions, peer feedback, and the use of online tools, such as TaskStream, Blackboard, and e-mail.

Relationship to Program Goals and Professional Organizations

The TaskStream PBA's are 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 NAEYC standards on the following website: www.naeyc.org).

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

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.

Midpoint Requirements

NCATE Performance-Based Assessment System

Teacher candidates will upload the required NCATE performance-based assessments (PBAs) to the *Directed Response Folio* on TaskStream. At midpoint students will have all PBAs from courses taken to date uploaded to TaskStream. Candidates will continue to upload PBAs as they complete PBAs for their courses. In your final semester will have all required PBAs uploaded to the *Directed Response Folio* on TaskStream. In addition to uploading PBAs to the *DRF*, teacher candidates will write a *program critique*.

On-Line Discussion

There will be two on-line discussion groups, one is for discussion/clarification of aspects of TaskStream. The second is for discussion of the reading, *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56* by Rafe Esquith. Published in 2007 by Viking. For this second discussion please discuss the book with others in your meeting group.

Midpoint Review

Candidates e-mail the instructor when all PBAs have been uploaded to the *Directed Response Folio* on TaskStream. The instructor will review this information and let you know if all is in good shape.

Program Critique

Candidates will write a single-spaced critique of the program based on the candidates' experiences in the Mason program. Candidates will discuss the components of the Mason program they found helpful and would suggest as experiences for other candidates in their specialty area. They will also suggest changes they view are needed in the Mason program. This will be anonymous. It will not be uploaded to TaskStream.

Grading

Students are graded Satisfactory, In Progress, or No Credit. A Satisfactory grade requires that you

1. have uploaded onto TaskStream the evidence for NCATE 1 (Praxis I and II), NCATE 2, NCATE 3, NCATE 4 (written feedback for both), NCATE 7
2. submit supervisor feedback on the designated sections on TaskStream
3. on the bb site (under discussion board titled Updates on Yellow Handout) report missing items that have been uploaded on TaskStream
4. participate in the discussion board on BB on the reading, *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56*

Class Schedule

MEETING DATES: GROUP MEMBERS LISTED ON BLACKBOARD CALENDAR
Sept 10, Sept 17, Sept 24, Oct 8, Oct 15, Oct 22, Oct 29, Nov 5, Nov 12, Nov 19

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

1: Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple

interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

2: Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3: Observing, Documenting, and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

4: Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all young children.

5: Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.