

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

EDUT 514 Curriculum and Instruction for Diverse Learners

(3:3:0)

Spring 2010

Mondays, 7:20 – 10:00 pm

AQ 213

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Course Description

Explores principles of learning, curriculum development, and relationship between assessment and instruction. Examines role of play and active exploration in learning. Addresses guiding children's behavior and the role of families and culture in children's learning. *Field Experience Required.*

Nature of Course Delivery

The class will have lecture, discussion, group work formats and will require active participation of all students.

Learner outcomes

This course is designed to enable students to do the following:

1. Plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
2. Demonstrate how meaningful curriculum activities link to VA Foundations of Learning Standards for Early Childhood Education.
3. Develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
4. Plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
5. Develop and reflect on various behavior management strategies for culturally, linguistically, and ability diverse young children and their families.
6. Apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds and varying abilities.
7. Analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
8. Utilize problem-solving strategies to address dilemmas encountered in diverse educational and community settings.

9. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
10. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
11. Analyze one's own teaching practices and set appropriate goals for teaching change.
12. Delineate indicators of potential child abuse and recommended steps for appropriate intervention process.

Professional standards

This course complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC). The course content has been designed to address the following standards and competencies.

National Association for the Education of Young Children (NAEYC)

- Standard 4 Teaching and Learning (Planning)

Virginia Professional Endorsement Competencies

- Curriculum and instructional procedures

Virginia Early Childhood Education Endorsement Competencies

- Methods
- Understanding of **behavior management** and the application of principles of learning and child development to individual and group management using a variety of techniques that is appropriate to the age of that child

Required Texts

- Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, D.C.: NAEYC.
- Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston: Houghton Mifflin.
- Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early childhood Classroom*. Washington, DC: NAEYC.
- Schickendanz, J. A. (2008). *Increasing the power of instruction: Integration of language, literacy and math across the preschool day*. Washington, D.C.: NAEYC.

Recommended Texts

- Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, D.C.: NAEYC.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.

3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time at the beginning of the class in which they are due. Points may be deducted for late assignments. It is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

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.

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. (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 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.

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course.

Grading Policy

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.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that **NO** final grades will be posted until all materials are on Task Stream.

CEHD Syllabus Statements of Expectations

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy 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 <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

Assignments

Assignment point value

1. Attendance and Participation	15
2. Dilemmas of Practice	15
3. Curriculum content area: Exploration and resources	20
4. Environmental Analysis	20
5. Integrated curriculum unit	<u>30</u>
Total Points Possible	100

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 learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

Curriculum Content Area: Exploration and Resources (20 points) (Due dates: assigned for individual group presentations)

Students will select and research curriculum content areas and resources to share with classmates, in small groups. Each group will prepare an interactive/play/center-based presentation to help communicate the importance of this curriculum content area, the key outcomes for children from culturally, linguistically, and ability diverse backgrounds and their families connected to this area, and examples of activities that would support learning in this area. It is important to consider the student ability levels and developmental and cultural appropriateness for preschool-aged children, especially children with special needs. The in-class presentation should include an interactive activity to enable classmates to explore the curriculum content area.

The handout for this project should include the following:

- A brief statement of the significance of this area and the associated learning outcomes for children from culturally, linguistically, and ability diverse backgrounds;
- An annotated list of at least five key resources that contribute to understanding this area; and
- An annotated list of activity resources that could be used when implementing developmentally and culturally appropriate curriculum or provided to families to support this area of learning.
- Annotations must be written in student's words, providing a brief description of the source, the strengths of the resource as well as concerns about the resource.
 - The topics will include the following: 1) science; 2) creative arts (fine art, drama, dance); 3) story telling and language; 4) social studies; 5) math; 6) physical/large motor activity/movement; 7) literacy; or 8) music. Each presentation is to be 15 minutes maximum.

Environmental Analysis and Optimal Design Plan (20 points)

This assignment will be completed as part of the field experience requirement.

This assignment is completed in two segments (due on different dates).

Part I – Classroom Map / Representation (Due - Oct 12)

- After reading assigned readings from Hull and Gartrell, students will look closely at the classroom environment in their own classroom. They will draw a representation of the classroom to share with the class as part of an in-class activity.

- Students will describe their environment from the point of view of the children in the classroom: What messages are conveyed to children? What works well for children? What is difficult for children?
- Students will prepare a brief reflection (less than a page) to be used during the in-class discussion that addresses the social and affective elements of the classroom environment.
- Students will discuss their current environment in small groups. Discussions should focus on the affective environment, the physical environment, and the temporal environment. Discussion points and ideas should be included in final paper and in optimal design.

Part 2 – Written Analysis (Due- Nov 8)

Students will write a 4 to 6 page paper that

- Provides an overall analysis of their current classroom environment including the affective environment, the physical environment, and the temporal environment.
- Addresses issues of access and cultural responsiveness, as discussed in readings.
- Discusses aspects that indicate the classroom is an encouraging environment.
- Summarizes discussions and potential changes for environment from the in-class activity.
- Includes a plan for adaptations to the environment based on their analysis, the readings, and the in-class discussion.

Students will complete the analysis with a sketch of their plan for an optimal room arrangement and discussion of how they think this arrangement addresses the issues raised in class, the readings, and their analysis of the current environment: How will they move toward creating and maintaining this optimal environment?

Integrated Curriculum Unit (30 points) (Due - Dec 13)

This is the NCATE 3 Instructional Planning Performance-Based Assessment that shows evidence of meeting CEC Standard 7 Instructional Planning and NCATE Standard 4 Teaching and Learning (Planning).

Students will plan an integrated curriculum unit that can be implemented in their field experience or internship classroom. They will design a two-week curriculum unit appropriate for culturally, linguistically, and ability diverse children. The field experience time should be spent getting to know the interests of the children and families. From these interactions, students will plan a child-centered, culturally responsive, inclusive unit. The following components will serve as a base for the curriculum design:

- Developmentally appropriate practice, including all developmental domains
- Reflections of the cultural, linguistic, and ability diversity in the classroom
- Reflection of children's interests and preferences, integrating observations of culturally, linguistically, and ability diverse young children
- Strategies for including families and community members

Students will include the following elements:

- a. Instructional web
- b. A minimum of 3-4 detailed/individualized lesson plans

- c. Description of individual learning centers and the materials to be incorporated in each in order to support the topic
- d. Evidence of assessment of children's learning during the unit (i.e., anecdotal notes, running records)
- e. Different types of activities/learning (child-constructed, teacher-directed, exploration and discovery, small group, large group etc.)
- f. All curriculum areas (to be discussed in class)
- g. Plans to address behaviors in the class
- h. How a sense of community will be created in order to address various behavior management issues
- i. How standards will be addressed
- j. Daily lessons plans for the centers created (formats will be discussed in class and may be adapted)
- k. Children's literature to support the topic, with annotations and plans for use
- l. Discussion of how families/community members were or will be involved
- m. Adaptations or accommodations, as appropriate, for selected individual learners
- n. Plan for working collaboratively and effectively with your teaching assistant, partner, related service personnel, or volunteer to plan and implement this unit

Dilemmas (5 points each for 15 points total) (Due – Oct 4, Nov 1, Nov 22)

In keeping with the philosophical emphasis on reflective practice, the ECE program emphasizes the difference between *problems* (with clear, if difficult, solutions) and dilemmas (which put values in conflict and have no single best response or answer). Some think of dilemmas as situations demanding a choice between undesirable outcomes. Others might say they arise when competing needs or values of those involved are in play. In an absolute sense, these differing views cannot be regarded as right or wrong. Rather these ideas simply represent different, but legitimate, perspectives on an issue. Addressing these dilemmas requires teachers to consider first and foremost the best interest of the child/children involved, but also essential is the impact of our decisions on family support and family cohesiveness, the classroom climate and the other children.

For each dilemma that students write for this assignment, they will select a situation from their classroom that has perplexed them, caused anxiety for them, or made them wonder. Dilemmas should describe a single situation that the students observed, or in which they participated. Dilemmas should not be a listing of things that have gone wrong over time, or describe a pattern of challenges. Dilemmas will be shared in class for analyzing philosophical perspectives, reflecting on current practice and possible adaptations, practicing problem solving strategies, and reflection toward making principled choices.

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

Course Schedule

Date	Topics	Readings & Assignments Due
Aug 30	Introduction to curriculum	Developmentally Appropriate Practice Position Statement (online)
Sept 6	HOLIDAY	
Sept 13	Becoming a reflective practitioner Beyond discipline	Hull, et al.- Chapter 3 Gartrell - Chapter 1- 3
Sept 20	Investigating curriculum designs and integration across content	Hyson – Chapter 6 Schickedanz - Intro
Sept 27	The centrality of culture in early childhood classrooms, including early childhood special education; classroom profile; planning for cultural diversity	Hull, et.al. – Ch 1 Content Area #1 presentation
Oct 4	Developmentally appropriate practices Teacher-student interactions	Hyson – Ch 5 Gartrell – Ch. 11 and appendix Dilemma #1 due Content Area #2 presentation
Oct 12 Tues	Classroom environment and learning centers Plan/design/refine	Hull, et al. - Ch 7 Gartrell – Chs. 4-7 Hyson – Ch. 7 Bring sketch of room arrangement and reflection
Oct 18	Curriculum planning, integrated curriculum, developmentally appropriate practice	Schickedanz – Chs. 1-4 Hull, et.al. – Ch 5 Content Area #3 presentation
Oct 25	Guidance toward an encouraging classroom	Gartrell – Chs. 5-10
Nov 1	Planning formats Reflecting child-interest and standards The role of observation, data collection, and assessment	Hyson – Ch. 8 Hull, et.al. – Chs. 2, 4 Dilemma #2 due Content Area #4 presentation
Nov 8	Integrated planning Curriculum development. Individualization for all children	Hull, et.al. - Chs. 4, and 8 Schickedanz – Chs. 5-7, appendices Environment analysis final paper due Content Area #5 presentation
Nov 15	Play and learning	Hull, et al. – Ch 6 Hyson – Chs. 1-4 Content Area #6 presentation
Nov 22	Inclusive practices and modifications	Hull, et.al. – Chs. 2 Instructor resource article Dilemma # 3 due
Nov 29	Anti-bias education approach/cultural identities/coalition building/advocacy/social justice	Instructor – resource article
Dec 6	Role of families and communities in informing curriculum	Gartrell – Ch. 4 Hyson: Ch. 9
Dec 13	Integrated curriculum presentations	Integrated Curriculum Units and Presentation due

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Fall 2010
Curriculum content area– 20 points

Name _____

Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
<p>Handout</p> <p>Briefly describes area of research, importance of topic to early childhood curriculum and is accurate and appropriate</p>	<p>1</p> <p>No handout and/or inaccurate information</p>	<p>3</p> <p>Handout partially addresses required components</p>	<p>5</p> <p>Handout contains all required elements and is accurate and appropriate.</p>
<p>Annotated list of resources</p> <p>At least 5 in APA format and in own words; Annotation contains brief critical review – what you like, what may be a weakness, how you would use it; Is accurate and appropriate for early childhood; Addresses issues of cultural, linguistic and ability diversity</p>	<p>1</p> <p>Limited or inaccurate annotations</p>	<p>3</p> <p>May have fewer than five resources</p> <p>Limited information about usefulness to teachers</p>	<p>5</p> <p>Accurately and interestingly responds to all required elements</p>
<p>Overall Presentation and hands-on activity</p> <p>Provides clear description of content area with rationale and suggestions on how to include in classroom curriculum</p> <p>Activity is appropriate for topic and for ECE classroom; Engaged learners; Clarified topic for class</p>	<p>1</p> <p>Presentation shows lack of coordination and planning</p> <p>Does not include hands-on activity</p>	<p>5</p> <p>All participants involved in presentation.</p> <p>Meets minimal expectations.</p> <p>Elements may be missing</p>	<p>10</p> <p>Active participation of all participants: able to engage class in topic; highlight important aspects of topic – in greater depth than handout covers.</p>

EDUT 514
Fall 2010

Environmental Analysis and Optimal Design Plan Rubric- 20 points

Name _____

Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
Representation of classroom environment (current and proposed)	0 Drawings not included	1 Drawing does not provide clear picture of environment or one of drawings is not included	2 Clear drawings providing details on current and proposed environment
Analysis of current environment that includes: <ul style="list-style-type: none"> • Social elements of environment • Affective elements of environment • Physical environment • Temporal environment • Accessibility of environment • Cultural responsiveness 	1 Description is incomplete and/or does not describe components of environment other than physical space.	5 Description is adequate, but not rich in capturing the environment but includes all components of environment.	10 Description is thorough, and all components of environment are described, including model. Includes non-physical aspects of environment considering students in classroom.
From a child's perspective <ul style="list-style-type: none"> • Change from your description? • Interacting with environment • What works – what is difficult? 	1 Description is incomplete and/or does not reveal any evidence of knowledge of developmentally appropriate environments.	2 Description includes all components – is adequate, but does not display evidence of clear understanding of role of development and individual differences in environment.	3 Description of child's perspective is thorough and clearly indicates understanding of developmentally appropriate environments and individual differences of children in terms of culture, language or ability.
Plan for adaptations of environment based on analysis <ul style="list-style-type: none"> • Your own design • Adaptations for children • Use of centers to support children's choices and independent learning 	1 Incomplete response. Does not reveal evidence of developmentally appropriate environments that respond to individual children in classroom.	3 Adequate representation of knowledge of development in classroom design. Little attention to theory, or individual culture, language or abilities of children.	5 Rich discussion clearly illustrating knowledge of role of theory and development in classroom design. Attention to children/family culture, individual differences, languages and abilities evident.

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FALL 2010**

Integrated Unit Rubric - 30

Assignment components	Developing 1	Meets expectations 3	Exceeds expectations 5
Description of integrated unit NAEYC 4c Understanding Content Knowledge in Early Education NAEYC 4d Building Meaningful Curriculum	Description is incomplete and/or does not describe standards and goals of the unit	Description is adequate, but does not reflect why or how the integrated unit emerged or the different types of activities included in the unit	Description includes: * How and why integrated unit was identified * Standards/general goals for multiple curricular areas * Different types of activities in unit (teacher directed, small groups, exploration, etc).
Assignment components	1	5	10
Unit details NAEYC 4b Using Developmentally Effective Approaches	Description of unit includes some evidence of planning for specific activities and an overall plan for the week.	Description of unit includes weekly and daily plans and as least 5 of the components required for specific activities	Description of unit includes; Weekly and daily plans Specific activities planned: <ul style="list-style-type: none"> - Descriptions - Objectives - Selection of materials - Procedures - Environment set up - Adaptations needed - Use of technology - Assessment opportunities - Evidence of reflection to determine lesson effectiveness - Children's literature to support topic - Plan for collaboration with adults in classroom
Assignment components	1	3	5
Connection to family and community: CEC 7d Instructional planning in a collaborative context NAEYC 4a Connecting with Children and Families	Description of activity and/or unit choice portrays weak connections to family or community.	Activity choice/unit choice portrays connections to family or community.	Activity choice/unit choice shows clear reflection of connections to family and community. <ul style="list-style-type: none"> - Includes learning opportunities beyond classroom - Opportunities for family involvement - Reflects culture, languages of community

<i>Assignment components</i>	Developing 1	Meets expectations 5	Exceeds expectations 10
Evidence of knowledge of * Children's development; *Developmentally effective approaches to teaching and learning *Content knowledge in early education.	Overall description illustrates knowledge in 1 out of 3 areas identified in activity components.	Overall description illustrates knowledge in 2 out of 3 areas identified in activity components.	Overall description illustrates knowledge of development, developmentally effective teaching strategies and content knowledge through: <ul style="list-style-type: none"> - Choice of activities - Instructional strategies - Overall plans for day and week - Relation to developmental and curriculum objectives