EDUT 514 Curriculum and Instruction for Diverse Young Learners (3:3:0)
Fall 2010
Tuesdays, 5:00 – 9:00 pm
Arlington Original Building 257

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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 on-line assignments, 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 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 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 Using Developmentally Effective Approaches to Connect With Children and Families

Required Texts

Ballenger, C. (1999). *Teaching Other People's Children.* New York: Teacher's College Press.

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.* New York: Teacher's College.

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 devises 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 (the beginning of the class in which they are due). However, 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 <u>and</u> 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.

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.

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Assignments

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Assignment point value

1. Attendance and Participation	15
2. Reflections from On-Line Work	16
3. Dilemmas of Practice	9
4. Teacher Research – Video Analysis	25
5. Curriculum content area: Exploration and resources	20
6. Environmental Analysis	15
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 journal reflections.

Reflections from on-Line Work (16 points)
  1. Developmentally Appropriate Practice and Responsive, Inclusive, Multicultural Environments (5 points) (3 hours on-line) (Post on Blackboard by 8/24)
  Students will read chapter 1 in Hull, Goldhaber and Capone and then go to:
  http://www.naeyc.org/positionstatements where they will find links to the following documents:

First students will select the link for Developmentally Appropriate Practice NEW (3rd edition, 2009): http://www.naeyc.org/positionstatements/dap. Students will read Key Messages of the NEAYC Position Statement.
Next, students will go to http://www.naeyc.org/positionstatements/vigilance and read; *Call for Vigilance and Action by All Policymakers on Behalf of Children:*
Finally, students will go to http://www.naeyc.org/dap/core#1 and read *The Core of DAP*.
Students will write a reflection on the relationship between the NAEYC documents and the first chapter in Hull. The reflection should be no more than 2 pages and should be posted on blackboard.

2. Looking at Curriculum models in early childhood (10 points) (6 hours on-line) (post on Blackboard by 10/22)
Students will read chapter 6 in Hyson. Students will be assigned a Curriculum to investigate (Montessori, High Scope, Tools of the Mind, Creative Curriculum, Project Approach, or Readers/Writers workshop)
Using on-line resources, students will identify and review at least 3 articles and/or websites that provide reliable information on the development and use of the model. They should consider the following when reviewing curriculum model:
> * Including culturally, linguistically and ability diverse children
> * Links to families and community
> * Role of teacher
> * View of child as a learner
> * Key elements

Students will then write a reflection (no more than 2 pages) on the key elements of the curriculum reviewed, citing resources. Students will post the reflection on Blackboard, identified by the name of the curriculum.

Students will then read 3 reflections posted on Blackboard on a curriculum other than the one they researched and write a *1-page reflection* comparing the two curricula, and post that reflection on blackboard. Reflection should consider which aspects of the two curricula might be most applicable for their classroom.

Dilemmas of Practice (9 points) Due: 11/2; 11/16; and 11/23
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.

Teacher Research (25 points)
- **Video Analysis and brief written reflection due with in-class viewing of first video clip (10/26);**
- **Video Analysis and brief written reflection due with in-class viewing of second video clip (11/16);**
- **Video analysis semester reflection paper due with in-class viewing and discussion of third video clip (12/14)**
- **Last day to turn in 3 video segments and reflection paper (12/14) (NOTE:** *This is a semester long project, and a primary performance based assessment assignment for this class).*

Students will prepare a videotape of themselves as they interact with interact with children over the course of the semester. The videotaping will be completed over the course of the semester in three, ten minute segments, for a total of at least 30 minutes. The video samples should include a variety of formats (1st video clip - large group; 2nd video clip - small group; and 3rd video clip - individual interactions).

Students will review each section of the tape and reflect on their role as an educator. A brief written reflection is due in class when viewing the first and second video segments.

Following the third video segment, students will consider their progress as a teacher over the course of the semester and prepare a final reflection paper. The purpose of the paper is for students to analyze their teaching and reflect on themselves as a teacher.

The paper should include the following resources as students assess their growth over the semester:

* Self-analysis: Students should discuss their interactions with children, their pacing, voice, use of materials and use of culturally, developmentally appropriate practices across the videos. Identify patterns noticed; change; successes; challenges

* Feedback from small group discussions on first two video clips.

* Discuss progress in CLASS dimensions over the course of the semester. Which dimensions are more comfortable to implement, and which more challenging to put into practice? What strategies might relate to achievement of goals?

* Plan for growth: Identify goals and strategies to achieve goals, after considering development over the course of the semester

* Include all the readings in self-analysis and plan for growth. Classroom discussions, assignments, dilemmas and video feedback should be integrated into analysis and plan for growth.

The video clips and final reflection paper must be turned in 12/14. Students must include a copy of the video with the paper. Students should use CD/DVD or flash drive.

Curriculum Content Area: Exploration and Resources (20 points)

Students will select and research curriculum content areas and resources to share with classmates, in small groups. Each group will prepare an <u>interactive/play/center-based</u> presentation to help communicate: (1) the importance of this content area; (2) the key outcomes for children from culturally, linguistically, and ability diverse backgrounds and their families connected to this area, and (3) 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 young children. 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 (utilized by student) that teachers could include in their classrooms and share with 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 (15 points)

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

Part I – Classroom representation and reflection (Due: 11/2)
- 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: 11/9)

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?

CLASS SCHEDULE

Date	Topics/Learning Experiences	Readings and Assignments DUE
Aug 24	Introductions Course overview TFA – GMU linkages for knowledge and practice	**Posting of on-line assignment #1**
Sept 7	Introduction to video analysis assignment Becoming a Reflective Practitioner; Culture Tree The Centrality of Culture in the ECE Classroom; Profiling your class: Planning for Cultural Diversity; Introduction to cultural dilemmas; Introduction to Gartrell: Beyond Discipline Sign up for content areas Present video analysis project	*Hull: Chapter 3* *Gartrell, Chapters 1-3* *Cultural Dilemmas - handout*
Oct 22	On-line assignment	**Posting of on-line assignment #2**
Oct 26	Designing a classroom environment; Power of centers in designing environment for learning In-class community exploration *Teacher research reflection 1*	*Hull: Chapter 7* *Gartrel 4-7* **Teacher research video reflection #1 due – bring first video clip to class**
Nov 2	Anti-bias education approach/cultural identities/coalition building; Anti-Bias Curriculum Video; Reviewing books for bias Role of Families and Communities in Informing Curriculum Planning Share class room arrangement	*Ballenger – all* *Hyson Chapter 9* *Anti-Bias Curriculum - Resource Reading: (Handouts)* **Bring sketch of room arrangement Dilemma 1 DUE: Guidance/behavior topic** **Classroom content area resource presentations # 1 and #2**
Nov 9	The role of the teacher: Teacher-child interactions to promote learning and development *Teacher research Video Reflections*	*Hyson: Chapter 1-4* *Hull: Chapter 2* *CLASS handouts* **Environment plan and written analysis due**
Nov 16	Guidance toward an Encouraging Classroom; Curriculum Planning, Integrated Curriculum, the Power of Play in Planning Curriculum	*Hyson chapter 5-7* *Hyson: Chapter 5-7* *Hull, Chapter 6*

	Planning formats In class: Defend the use of play for your principal *Teacher research reflection 2*	**Dilemma 2 DUE: Curriculum/play** **Classroom Content Area - Resource Presentations #3- #4** **Teacher research video reflection #2 due – bring second video clip to class**
11/23	Individualizing Curriculum: The role of observation, data collection and assessment; Including children with disabilities	*Hyson: Chapters 8 and 10* *Hull: Chapter 8* *Gartrell: Chapters 8-9* **Classroom Content Area - Resource Presentations #5 and #6** **Dilemma 3 DUE: Individual needs vx group needs**
11/30	Integrating learning for all children Video presentations Course evaluations *Teacher research reflections – across the semester*	*Gartrell 11 and Appendix A* Instructor Handout **Final teacher research video reflection paper due – bring third video clip to class**

COURSE RUBRICS

EDUT 514
Fall 2010
Classroom Content Resource Activity Rubric – 20 points

Name _____

Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
Handout Briefly describes area of research, importance of topic to early childhood curriculum and is accurate and appropriate	1 No handout and/or inaccurate information	3 Handout partially addresses required components	5 Handout contains all required elements and is accurate and appropriate.
Annotated list of resources 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	1 Limited or inaccurate annotations	3 May have fewer than five resources Limited information about usefulness to teachers	5 Accurately and interestingly responds to all required elements
Overall Presentation and hands-on activity Provides clear description of content area with rationale and suggestions on how to include in classroom curriculum Appropriate for topic and for ECE classroom; Engaged learners; Clarified topic for class	1 Presentation shows lack of coordination and planning Does not include hands-on activity	5 All participants involved in presentation. Meets minimal expectations. Elements may be missing	10 Active participation of all participants: able to engage class in topic; highlight important aspects of topic – in greater depth than handout covers.

EDUT 514
Fall 2010
Environmental Analysis and Optimal Design Plan Rubric - 15 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: • 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.	3 Description is adequate, but not rich in capturing the environment but includes all components of environment.	5 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 • 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 • 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.

EDUT 514
Fall 2010
Teacher Research: Video Analysis and Reflection Rubric – 25 points

Name _____
Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
Videotape of teacher –student interactions that: • Includes three - 10 minute sessions • Represents semester long effort • Includes large group, small group and individual lessons.	1 Video includes less than 2 sessions and is otherwise incomplete	3 Video includes less than three sessions and/or has limited context. Video may not represent full semester or include DAP literacy activity	5 Video includes three 10 minute sessions over the course of semester. Provides rich examples of teaching. First segment is DAP literacy activity
Reflections of teaching (Video samples #1 and #2) to include: • Analysis of teaching as well as reflection on self as a teacher. • Reflection on current development as a teacher at different points in the video • *Goals* you would set for yourself	1 Analysis and reflection is incomplete and/or does respond to the elements of the assignment.	5 Analysis and reflection is adequate, but does not provide rich discussion and reflection. May not include all components of assignment.	10 Analysis is thorough, and reflection has depth, breadth and clarity. It is linked to course themes and provides specific examples from video as support.
Description and analysis of interactions with children and guidance approach, addresses the following questions: • What patterns do you notice about yourself? • How have you changed? • What still feels like a challenge? • What do you notice about your interactions with children, about your pacing, your voice, your use of materials, your use of culturally appropriate practice?	1 Description is incomplete and/or does not include detailed analysis and reflection. Does not respond to questions posed in assignment.	3 Description and analysis answers some questions and may provide few examples from the video. Reflection provides provide limited depth.	5 Description and analysis is thorough and addresses all questions. Specific examples from the video are included. It is clearly written and displays depth in reflection.

Reflection links to course readings, discussions, and dilemmas. More specifically; All readings are utilized and specific references to Gartrell are made as part of discussion of interactions with children and guidance approach.	1 Incomplete response. Limited to no use of references.	3 Reflection includes links to some readings, but may not be clear or appropriate to personal experiences. May not include reference to Gantrell as it relates reflections on interactions with children and approach to guidance.	5 Reflection clearly portrays student understanding of readings, discussions, dilemmas, as they link to personal experiences. Includes connections with Gantrell in discussion of interactions with children and guidance approach.