

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

**EDUT 514**

**Curriculum and Instruction for Diverse Learners (3:3:0)**

Fall 2010 – Spring 2011

Institutes (9:00 – 3:00/5 times a year), In-Class Support (2 hours/month),  
Community Meetings (1.5 hours/month), and online learning

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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

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.

### **Professional standards**

This concentration is approved for licensure in the Commonwealth of Virginia and it 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 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**

Readings as assigned

## **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 (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 (at least 3 days prior to the due date).

### **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 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.

### 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 graduate students are held to the university grading policies as described in the Academic Policies section of the catalog: <http://catalog.gmu.edu>. Those students enrolled in a CEHD licensure 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.

## Assignments

### 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.

### In-Class Support (10 points)

Students will complete the in-class support form and email/fax it to the instructor two days prior to the in-class support date listed in their schedule. The purpose of the in-class support is to help students make connections between institutes, community meetings, and **knowledge enacted** in the classroom. For this activity, students will 1) select one child to interact with either at center time or small-group time, 2) identify the **intentional teaching strategy** to be enacted with this child, and 3) determine the type of support to best support implementing this **intentional teaching strategy**.

### Reflective Video Analysis (RVA) (20 points)

Students will videotape themselves teaching. These will include teaching in two settings: small group (10 minutes) and large group (10 minutes). Students will use the reflection guide provided to analyze their videotapes and critically reflect on (1) effective implementation of planned activity and (2) effective intentional teaching, including (a) meeting individual children's needs and interests regarding culture, language, ability; (b) using specific intentional teaching strategies identified through in-class support forms; (c) bridging assessment/instruction; and (d) integrating intentional teaching and the curriculum adhered to by school/center. At the community meeting, the students and instructor will collectively view and reflect on videos presented by each teacher (at least five minutes of large group and five minutes of small group).

**Instructional Planning (40 points)**

Students will write a series of five lesson plans that focus on a particular content area (e.g., literacy, mathematics, science, etc.). They will base their plans on their knowledge of the curriculum and the strengths, needs, and interests of the children in their classroom. They will focus on at least one intentional teaching strategy that they will develop over the five lessons. The plan should reflect intentionality, culturally responsive practices, and individualization. At least these three resources should be used while planning: common site curriculum, assigned readings, and other pertinent readings identified by the students. This assignment is to be completed in the following steps:

Step 1 (5 points) – *Knowledge of curriculum and children*. Using their knowledge of the curriculum and the children’s strengths, needs, and interests, students will write a two-page, double-spaced narrative on what they know about the curriculum and the children’s strengths, needs, and interests that will influence the series of five lessons they will plan.

Step 2 (20 points) – *Instructional planning*. Students will write a series of five daily lesson plans using the lesson plan format provided.

Step 3 (10 points) – *Lesson plan analysis*. Each teaching team will use choose a lesson plan from each person on the team (two lesson plans in total) to analyze using the lesson plan analysis guide provided to clearly delineate intentionality, individualization, teaching strategies, assessment, and culturally responsive practices.

Step 4 (10 points) – *Enactment and reflection*. Students will implement the lesson plans and will write a two-page, double-spaced reflection on how what worked well and what could be changed for the next time.

Step 5 (5 points) – *Networking*. Each teaching team will prepare a 10-minute presentation of one lesson they analyzed and implemented. The presentation will include their assessment and reflection on the activity. They will bring any materials they think relevant for this presentation.

**Instructional Planning (15 points)**

Students will keep an electronic weekly journal and post it on Blackboard (8-10 postings). Journals can address a situation or an experience that has perplexed, caused anxiety, or proved bewildering or reflections of the week's events and experiences. Students will relate their reflections to intentional teaching situations and may include reflections on the enactment of intentional teaching strategies; including all children; cultural responsive practices; and bridging assessment, instruction, and curriculum. They will describe the situation and list the questions that come to mind based on the reflections.

### Course Schedule and Topics\*

Date	Topics	Readings & Assignments
August 31 Institute	LEARN model Intentional teaching	
September 1 Institute	Intentional teaching strategies Bridging assessment, instruction, and curriculum Including all children	
September/ October Community Meeting	Setting up procedures for in-class support and community meetings	
October Community Meeting	Enacting intentional teaching strategies Assessing needs of teachers as related to course outcomes	**In-class support form
November/ December Institute	Culturally responsive practice Developing vocabulary through children's literature Inquiry-based learning for concept and vocabulary development	Readings as assigned Weekly journal entries
November Community Meeting	Enacting intentional teaching strategies Using knowledge of curriculum and children's strengths, needs, and interests to plan instruction	**In-class support form Readings as assigned Weekly journal entries
December Community Meeting	Enacting intentional teaching strategies Planning, analyzing, and refining instruction	**In-class support form Readings as assigned Knowledge of curriculum and children narrative (Step 1)
January Community Meeting	Enacting intentional teaching strategies Ongoing assessment, reflection, and networking	**In-class support form Readings as assigned Weekly journal entries Instructional planning and lesson analysis (Steps 2 and 3)
January/February Institute	Integrating intentional teaching with the curriculum	Readings as assigned Enactment, reflection, and networking (Steps 4 and 5)
February Community Meeting	Enacting intentional teaching strategies Being a reflective practitioner	**In-class support form Readings as assigned Weekly journal entries Reflective video analysis
March/April Institute	Reconstruction Review	

\*Subject to change based on needs and interests of students

\*\* Return completed in-class support form on Monday before on-site meeting