ECED 601.001 Frameworks for Early Childhood Education  (3:3:0)
Fall 2013
Tuesday, 4:30 – 7:10 pm
Enterprise Hall 274

Instructor: Julie K. Kidd, EdD
Email address: jkidd@gmu.edu
Denise Robinson
Email address: drobin10@masonlive.gmu.edu
Office: Thompson Hall 1202
Telephone: 703-993-8325
Office hours: By appointment

Course Description
Analyzes foundational frameworks for developing perspectives for working with culturally,
linguistically, and ability diverse young learners, birth to age 8, and their families. Examines
foundational work from fields of early childhood education, early childhood special education,
multicultural education, and second language acquisition and bilingual education.

Prerequisite: Must be taken with or after final course of program.

Note: Must be taken as final course or with final courses of the program.

Nature of Course Delivery
This course utilizes a distributed learning format requiring active participation of all students. Students
are expected to complete all class readings prior to each session so as to engage in active dialogue,
productive learning, and critical reflection. Activities will include instructor presentation/facilitation,
small-group discussions, student presentations and whole class sharing to support course content. In
addition, a Blackboard online component of coursework is required.

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

1. Demonstrate knowledge of key foundational theory and research related to working with
culturally, linguistically, and ability diverse young learners, birth through age eight and their
families.
2. Demonstrate a willingness and ability to engage in critically reflective practice.
3. Demonstrate the ability to analyze the readings, personal experiences and learning activities
from a socio-cultural and social justice perspective, from the perspectives of the separate
disciplines of early childhood education, early childhood special education, bilingual education,
and multicultural education, as well as from a unified perspective.
4. Demonstrate the ability to link theory, research, and practice to dilemmas that occur in
providing services to diverse young learners and their families, including those related to
democracy and social justice.
5. Demonstrate the ability to lead integrative seminar discussions using theoretical and research readings.
6. Demonstrate the ability to assess seminar participants’ prior knowledge and to utilize adult learning principles in seminar leadership.
7. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy - bringing together research, theory, and critical analysis of current issues.

**Professional Standards**

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

**Required Text**


**Required Articles**


DEC. (2010). *Position paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice.* Missoula, MT: DEC.


Teachers of English to Speakers of Other Languages (TESOL). (2009). *Position statement on teaching English as a foreign or additional language to young learners.* Alexandria, VA: TESOL.

TESOL. (2010). *Position paper on language and literacy development for young English language learners (ages 3-8).* Alexandria, VA: TESOL.

**George Mason University Policies and Resources for Students**

- **Academic integrity (honor code, plagiarism)** – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- **Mason Email** – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- **Students must follow the university policy for Responsible Use of Computing** [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- **Counseling and Psychological Services** – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].
- **Office of Disability Services** – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester [See http://ods.gmu.edu/].
- **Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.**
- **The Writing Center (Optional Resource)** – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- **University Libraries (Optional Resource)** – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].
**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

**Collaboration**
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

**Ethical Leadership**
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

**Innovation**
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

**Research-Based Practice**
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

**Social Justice**
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

**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. Attendance in class and/or online is important to students’ learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students
will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason’s policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else’s work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. 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/](http://library.gmu.edu/resources/edu/). Students may consult the Writing Center for additional writing support.

Students will do the following:

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

**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](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.

**Specific Course Assignments**

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<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>15</td>
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<tr>
<td>Self Assessment</td>
<td></td>
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<tr>
<td>• Self Assessment for Chapter 3</td>
<td>Sep 3</td>
<td>4</td>
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<tr>
<td>• Self Assessment for Chapter 4</td>
<td>Sep 10</td>
<td>4</td>
</tr>
<tr>
<td>Career Trajectory and Professional Development Plan</td>
<td>Oct 8</td>
<td>15</td>
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<tr>
<td>Seminar Leadership</td>
<td></td>
<td>30</td>
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<tr>
<td>• Reading Selection</td>
<td>Oct 22</td>
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<tr>
<td>• Draft of Plan</td>
<td>Oct 29</td>
<td></td>
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<tr>
<td>• Seminar Handout</td>
<td>Sunday before seminar</td>
<td></td>
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<tr>
<td>• Seminar Facilitation</td>
<td>See schedule</td>
<td></td>
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<tr>
<td>• Seminar Feedback</td>
<td>Evening of seminar</td>
<td></td>
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<tr>
<td>• Individual Reflection on Seminar</td>
<td>One week after seminar</td>
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<tr>
<td>Guiding Principles Narrative</td>
<td>Dec 12</td>
<td>30</td>
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<tr>
<td>ECE Program Feedback</td>
<td>Dec 17</td>
<td>2</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
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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 and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Self-Assessment (8 points)

Students will complete a self-assessment of their knowledge and skills and their professional behavior. They will use their assessment to reflect critically on their (1) readiness to enter or continue in the ECE profession and (2) professional behavior. Students will upload the survey responses to Blackboard and will respond to the open-ended questions in Blackboard Journal prior to the beginning of class.

Chapter 3 Knowledge and Skills Self-Assessment

Students will complete the survey on pages 110–115 of Feeney (2012) and will respond to the first two questions listed in the summary on page 115. For each question, students will write a two-paragraph response stating the two areas and explaining why these two areas were identified.

Chapter 4 Professional Behavior Self-Assessment

Students will complete the survey on pages 115–119 of Feeney (2012) and will respond to the four Communications/Relationships/Work Ethic questions on page 116. For each prompt, students will write a one-paragraph response.

Self-Assessment Scoring Criteria – Each self-assessment is 4 points.

Uploaded Survey – Students will earn 1 point for uploading a fully completed survey to Blackboard prior to the beginning of class. Students will earn 0.5 points for late and/or mostly completed survey responses, and 0 points for minimally completed or missing surveys.

Blackboard Journal Responses – Students will earn 3 points for timely posting of a reflective, insightful response to the prompts that provides a clear awareness of their strengths and areas in which they could improve. They will earn 2 points for a late posting of the response and/or posting of a reflection that responds to all aspects of the prompts, but lacks the depth of a reflective, insightful response. They will earn 1 point for late posting of a response and/or partially responding to the prompts. They will earn 0 point for posting a minimal response or not posting a response. Partial points may be assigned at the discretion of the instructor.
Career Trajectory and Professional Development Plan (15 points)

Students will reflect on their career trajectory (past, present, and future) and discuss their plan for continuing to develop professionally after they graduate from the master’s program. Students will use a combination of narrative and graphics (tables, symbols, pictures, timelines, etc.) to convey their thoughts. The paper will include three sections:

Deciding to Pursue a Master of Education Degree

Students will reflect on past experiences that led to their decision to enter the master of education program to prepare for or further enhance their career in early childhood education. This description will be approximately one to two double-spaced pages.

Pursuing a Master of Education Degree

Students will reflect on their experiences in the early childhood education program that have influenced their beliefs and practices. This discussion will be approximately two to three double-spaced pages.

Future Trajectory and Professional Development Plan

Students will discuss their future professional goals, including their immediate goals and their goals 5, 10, 20, and 30+ years from now. As they reflect on their future trajectory, they will also discuss their plan for professional development that will enable them to meet these goals. This discussion will be approximately three to five double-spaced pages.

Seminar Leadership (30 points)

This assignment is designed to support the development of students’ professional leadership and collaboration skills as well as promote discussion of topics in early childhood education, early childhood special education, bilingual education, and multicultural education. Students are expected to use adult learning principles to plan and facilitate a 75-minute seminar on a topic in early childhood education. The seminar leadership team will scaffold and support classmates’ understanding of key issues faced by early childhood professionals. The seminar will reinforce previous program readings and experiences and include a focus on the position statements outlined in the syllabus.

The seminar leadership team will involve classmates in a stimulating and thought-provoking learning process that includes multiple and varied learning activities, including at least one interactive activity. The seminar should provide classmates the opportunity to discuss and reflect critically on the issue in their current and future professional lives. At the end of the seminar, participants should be able to state their position on the issues if asked to do so in a job interview, by professional colleagues, or by families and community members.

Seminar Preparation

As a part of their seminar leadership, students will do the following:

- **Create a multimedia product** on the issue under discussion. The creative product should stimulate critical reflection and dialogue through the use of music, film, personal stories, interviews, newspaper clippings, photos, art, and/or any other relevant material or resources. Students must be cognizant of any copyright issues that may arise in the use of these materials and credit materials as appropriate. Students will provide a copy of the e-file of the multimedia product to the instructor on the day of the presentation.

- **Choose one reading** that will add to their classmates’ understanding of the subject. A link to this reading will be posted on Blackboard by October 22.
• **Provide a handout that will be posted electronically** for classmates’ use. The handout may include links to resources that will further their understanding of the topic. The handout should be posted to Blackboard by the Sunday before the seminar date.

• **Assume a leadership role in the seminar preparation and presentation.** Leadership will be demonstrated by the students’ ability to function as experts with reference to the topic and on their ability to support, monitor, and evaluate classmates’ learning. It is their job to ensure that all classmates have participation opportunities.

There will be group planning time for the seminar during class; however, the seminar leadership team will need to collaborate outside of class, as well. **A detailed plan and agenda for the seminar must be submitted electronically by the start of class on October 29.**

**Facilitating the Seminar**

On the evening of the seminar, the leadership team will introduce the topic, present relevant background information using a multimedia presentation, facilitate the discussion and related activity, and close the seminar with a summary and some future questions and thoughts to explore. As noted in the seminar preparation above, they will choose a related reading and provide an electronic handout to support the learning and discussion.

**Seminar Reflection and Feedback**

Students will provide feedback to the seminar facilitators at the conclusion of each seminar and will write an individual reflection on their own seminar. The individual reflection will be approximately two to three double-spaces pages. Students will include insightful reflections on the collaborative process with an emphasis on their own role in the collaborative planning and implementation process and what they learned about themselves as collaborators. This **reflection will be due one week after the seminar is presented.**

**Statement of Guiding Principles for Early Childhood Education (30 points)**

Students will write a statement that discusses the principles that guide or will guide their practice with culturally, linguistically, and ability diverse young children and their families. They will develop at least 6 to 8 guiding principles to discuss. The statement will include an introduction that provides an overview of the guiding principles. The body of the statement will provide a discussion of each of the principles. It will conclude with a summary of the principles discussed. Students are expected to use citations to reference the texts in this class and those used throughout the program that influenced their thinking. The statement of guiding principles will be 12 to 16 double-spaced pages.

For each principle, students will do the following:

- Discuss the program experiences, coursework, and/or internships that influenced the development of the principle and the related practices;
- Examine and analyze critically the themes and connections they made with texts, ideas, theories, and experiences;
- Explain how and why these themes and connections were significant to them and the development of the specific guiding principles; and
- Use specific examples/stories to illustrate their points, including examples from their field experiences and the dilemmas they faced.

Prior to submitting the final Statement of Guiding Principles, students will hold a peer feedback conference with a classmate. They will read their peer’s statement and will share critical, constructive feedback for revising the draft.
Program Feedback

Students will respond to a survey and write a single-spaced, one- to two-page critique of the early childhood education program. 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 ways to improve the Mason program.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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<tbody>
<tr>
<td>Aug 27</td>
<td>Course Overview</td>
<td>Syllabus</td>
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<tr>
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<td>Being an ECE Professional</td>
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<td>Sep 3</td>
<td>Engaging in Reflective Professional Practice</td>
<td>Feeney: Chapter 3</td>
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<td>CEC, NAEYC, and NBPTS Professional Standards</td>
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<td><strong>Self-Assessment for Chapter 3 (pp. 110-115) – Post to Blackboard Journal prior to class</strong></td>
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<tr>
<td>Sep 10</td>
<td>Engaging in Ethical Practice</td>
<td>Feeney: Chapter 4 &amp; Appendix A NAEYC Code of Ethics and Statement of Commitment</td>
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<td>DEC Code of Ethics (2009)</td>
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<td>Carter, Foulger, &amp; Ewbank (2008)</td>
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<td>Privacy Rights Clearinghouse Fact Sheet 7</td>
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<td><strong>Self-Assessment for Chapter 4 (pp. 115-119) – Post to Blackboard Journal prior to class</strong></td>
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<td>Sep 17</td>
<td>Engaging in Reflective Collaborative Practice</td>
<td>Feeney: Chapter 5</td>
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<td>LaRocco &amp; Bruns (2013)</td>
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<td>Sep 24</td>
<td>Engaging in Professional Development</td>
<td>Feeney: Chapter 6</td>
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<td>Sugarman (2011)</td>
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<td>Oct 1</td>
<td>Pursuing a Career in Early Childhood Education</td>
<td>Locate and read information on pursuing a career in ECE (e.g., what’s available, applying, writing a resume, interviewing, etc.) – <strong>Post on Blackboard Blog information (e.g., web link, book or article reference, etc.) for five resources located and read and indicate level of helpfulness</strong></td>
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<tr>
<td>Oct 8</td>
<td>Facilitating Professional Development</td>
<td>Read an issue of a journal with early childhood educators as a target audience; Bring journal to class to share (print or electronic copy) – <strong>Post on Blackboard Blog title of journal, volume, and issue read Career Trajectory &amp; Professional Development Plan</strong></td>
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<td>Oct 15</td>
<td>Holiday—No Class Meeting</td>
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<tr>
<td>Oct 22</td>
<td>Engaging in Evidence-Based Practice</td>
<td>Sections of IES (2013) or Preskill et al. (2013) Report as assigned</td>
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<td>DEC/NAEYC/NHSA (2013) Response to Intervention</td>
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<td><strong>Outline of Student-Facilitated Seminar</strong></td>
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<tr>
<td>Oct 29</td>
<td>Beginning a Career in Early Childhood Education</td>
<td>Access website of DEC, NAEYC, and one other professional organization and become familiar with the content, resources available, etc. – <strong>Post on Blackboard Blog website link of the other organization</strong></td>
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*Course Schedule and Topics*
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<thead>
<tr>
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<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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<tbody>
<tr>
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<td>Student-selected reading</td>
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<td>Student-selected reading</td>
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<tr>
<td>Nov 19</td>
<td>Student-Facilitated Seminar: Linguistic Diversity in Young Children, Families, and Communities</td>
<td>TESOL Position Statement (2010): Language and Literacy for Young English Language Learners (ages 3-8)</td>
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<td>TESOL Position Statement (2009): Teaching English as a Foreign or Additional Language</td>
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<td>Student-selected reading</td>
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<td>NAEYC Position Statement (2009): Developmentally Appropriate Practice</td>
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<td>Student-selected reading</td>
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<tr>
<td>Dec 3</td>
<td>Guiding Principles in ECE – Meet with peer in person or online</td>
<td>Draft of Guiding Principles Paper and Peer Feedback</td>
</tr>
<tr>
<td>Dec 10</td>
<td>Reading Day—No Class Meeting</td>
<td>Guiding Principles Paper Due by December 12</td>
</tr>
<tr>
<td>Dec 17</td>
<td>Exam Day—No Class Meeting</td>
<td>ECE Program Feedback</td>
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</table>

*Subject to change at the discretion of course instructor to meet the needs of students*