



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 503.DL1 & 600 Inclusive Curriculum for Young Learners:
Planning Instruction and Guidance (3:3:0)**

Fall 2015

Hybrid Course

In person dates: 9/1, 9/8, 9/15, 9/22, 9/29, 10/6, 10/20

5:30-8:10pm

Founders Hall 317

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Office hours: Before or after class and by Appointment

Online via Black Board

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

Note: Field experience required

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, small-group discussions, student presentations, videos, 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. 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 and DC 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 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 Texts

Burns, M. S., Johnson, R., & Assaf, M. (2012). *Preschool education in today's world: Teaching children with diverse backgrounds and abilities*. Baltimore, MD: Brookes.

Smutny, J. F., & Von Fremd, S. E. (2010). *Differentiating for the young child: Teaching strategies across the content areas, Prek-3*. Thousand Oaks, CA: Corwin Publishing.

Additional required readings will be available on Blackboard Learning System.

Recommended Texts

Bredenkamp, S., & Copple, C. (Eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington D.C: NAEYC.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, D.C.: NAEYC.

Hyson, M. (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom*. Washington, DC: NAEYC.

Schickedanz, J. A. (2008). *Increasing the power of instruction: Integration of language, literacy and math across the preschool day*. Washington, D.C.: NAEYC.

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/the-mason-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 <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. FB, Twitter, 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/>. 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>. 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

Every student registered for any Early Childhood Education course with a required performance-based assessment, is required to submit this assessment, Instructional Planning Analysis, to Blackboard (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation in F2F class meetings	Ongoing	15
Online activities: 2.5 points for each posting on Discussion Board and 1 point for responding to one other posting by a classmate.	As Assigned	25
Curriculum Content Area: Exploration and Resources	As Assigned	20
Instructional Planning Analysis	Multiple	40
TOTAL		100

This is a Hybrid course. Each module includes F2F and online before and after activities and assignments. Attendance and participation in all forms of learning is required and will be evaluated.

Attendance and Participation (Ongoing): 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.

Online Modules: Discussion Board (Ongoing): 25 points

Active participation and engagement in on-line activities that use discussion forums on Blackboard are imperative for optimal learning in this hybrid class. For the various activities each student will be responsible to respond to a thread on a discussion topic and post a response to someone else's. Submission of all online assignments on time is essential. Points will be deducted for late submission.

Online discussions will focus on extending the topics addressed in F2F meetings as well as exposing students to new materials, readings, and multi-media resources. Discussion Boards will all be graded as evidence of completing assignments and engagement in discussions with classmates. Two points will be assigned to each discussion board posting and 1.5 for one response to others.

Preparation for and participation in these activities will be evaluated with the following criteria:

- Students complete readings and follow activity directions to prepare for on-line activity tasks as is evidenced by their ability to post and respond to posts, participating fully in the tasks related to each of the online activities.
- Students show evidence of critical reflective thinking and accountable language in their posts for all online activities. Students support the participation and learning of others in their on-line contributions. Students apply materials from the on-line activities to their other course work, including F2F meetings and written assignments. Further information and directions including due dates and rubric for points distribution will be posted on BB.

Curriculum Content Area: Exploration and Resources (Due dates: as assigned): 20 Points

Students will select and research curriculum content areas and resources to share with classmates. 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 **four key journal articles** that contribute to understanding this area; and
- An annotated list of **five activity resources** that could be used when implementing developmentally and culturally appropriate curriculum or when providing information to families to support this area of learning.
- Annotations must be written in candidate's words, providing a brief description of the source, the strengths of the resource as well as concerns about the resource.
 - Content areas may include the following: 1) science; 2) creative arts (fine art, drama, dance); 3) story-telling, language, and literacy; 4) social studies; 5) math; 6) physical/large motor activity/movement; 7) literacy; or 8) music.
 - Each presentation is for a maximum of 20 minutes. Students are to use online published resources and websites for this assignment, in addition to the related **content area chapters in assigned textbook on differentiation**. Explorations and resources assignment is due at presentation night.

Instructional Planning Analysis (Final report to be uploaded on Blackboard by October 27):

40 Points

This is the CAEP 3 Assessment of Ability to Plan Instruction that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached.

Please note because this assignment includes multiple components, different completion due dates are assigned:

Step 1: October 6th, 2015

Step 2 & 3: October 27th, 2015 (the latest).

**Tentative Course Schedule
Face-to-Face and Online Classes**

Module	Timeline	Readings & Assignments Due
Online Starting 8/25 to 9/1	Introductions	<ol style="list-style-type: none"> 1. Self- introduction (100 words each) 2. Get familiar with BB
Face to Face 9/1	Review syllabus and course expectations. Introduction to curriculum approaches. Teaching and learning with children in mind.	Print or bring e copy of Syllabus to class
Online 9/1 to 9/8	ONLINE CLASS Teaching in today's world: main issues and challenges.	<ol style="list-style-type: none"> 1. View Ken Robinson talk on Ted Talk 2. Read Burns et al. Ch. 1 3. Review links to VA SOLs and Common Core standards Respond to discussion board activities. Online activities due no later than 4:30 on 9/8
Face to Face 9/8	Curriculum approaches to learning: Existing curricula models in ECE. Small group forums will begin work on content resource presentations.	Read <ol style="list-style-type: none"> 1. Curriculum theory and practice on BB 2. Ch. 3 and 4 in Burns
Online 9/8 to 9/15	ONLINE CLASS Positive approaches to learning	Read <ol style="list-style-type: none"> 1. Creating positive approaches to learning chapter 2. Fear and anxiety article Respond to discussion activities Groups will post curriculum models on BB for others to comment on. Online activities due no later than 4:30 on 9/15

Face to Face 9/15	Curriculum goals to meet all needs. Students with learning, linguistic, and physical differences,	Read 1. Burns Ch. 2, 8 &9 2. Additional articles will be determined as needed
Online 9/15 to 9/22	ONLINE CLASS Increasing cultural responsiveness -skills and dispositions. Reflective practice.	Read 1. Smutny Ch. 6 2. The following short articles: <ul style="list-style-type: none"> • Developing cultural reciprocity • Creating culturally responsive practice • Reflective practice Online activities due no later than 4:30 on 10/13
Face to Face 9/22	Designing spaces with the whole child in mind. Planning with differentiated instruction. Importance of environmental analysis.	Read 1. Smutny Ch. 1, 2 & 3
Online 9/22 to 9/29	ONLINE CLASS 1. How does differentiation work in my classroom? 2. Differentiation to minimize mistaken behaviors. 3. Success for all children	Read 1. chapter on setting up environments for prek-3 2. Markers that matter: success indicators in early learning report on BB Respond to discussion activities. Online activities due no later than 4:30 on 9/29
Face to Face 9/29	Planning curriculum in thematic units and lessons. Examining lesson plan formats. Learning Centers Inclusive Practices .	Read 1. Burns 5, 6 & 7 2. Decision making in planning and teaching. Review: Environment frameworks, Environment Designs, Environment resources

Online 9/29 to 10/6	ONLINE CLASS The role of play in development and learning. Including play in today's standard driven curriculum	<ol style="list-style-type: none"> 1. View play and Vygotsky DVD on BB 2. Watch talk about play in the curriculum. 3. Read play articles Respond to discussion activities. Online activities due no later than 4:30 on 10/6
Face to Face 10/6	Content resource presentations in Math, Science, language arts, social studies, socio-emotional skills,	Read <ol style="list-style-type: none"> 3. Smutny Ch. 4 & 5 Step 1 of Environmental Analysis is due by 4:30 on 10/6 – Post on BB
No CLASS MEETING on 10/ 13		
Online 10/13 to 10/20	ONLINE CLASS Working with families and utilizing communities as resources.	Read <ul style="list-style-type: none"> • Empowering culturally and linguistically diverse children and families • A strong home school connection <ol style="list-style-type: none"> 1. Read article on teaching ELL 2. Respond to discussion activities Online activities due no later than 4:30 on 10/20
Face to Face 10/20	Project Approach to curriculum planning and implementation Course wrap up and evaluations	Read <ol style="list-style-type: none"> 1. Smutny Ch. 7 & 8 2. Project approach chapter and integration article 3. View DVD on project approach
Online 10/20 to 10/27	ONLINE CLASS Projects and integration of curriculum	Complete step 3& 4 in final assignment Final Assignment (ALL STEPS) due on Black Board by Mid night on 10/27

Online Discussion Protocols and Discussion Rubrics. Dabbagh, N. Copyright 2000 - 2003. Adapted with permission of author. *Modified by Katrina Joseph on 4/12/2012.*

Discussion Board protocols:

Discussion postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).

Discussion postings should be a minimum of one 100 words and a maximum of 200 words. I encourage you to:

- Address the questions as much as possible (don't let the discussion stray).
- Use quotes that support your postings. Include page numbers from readings.
- Build on others' responses to create threads.

Avoid discussion postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

Include related prior knowledge (e.g., work experience, prior coursework, readings, etc.)

Use proper netiquette (i.e., the culture of communicating digitally). Learn more about [Netiquette](#).

Grading rubric for discussion boards

Criteria	Expected	Sufficient	Insufficient
Timely discussion contributions including a response to a classmate	postings well distributed throughout the discussion period and submitted before deadline	postings somewhat distributed throughout the discussion period	posting not distributed throughout the discussion period and don't meet due date
Responsiveness to discussions and demonstration of knowledge and understanding gained from assigned reading	Very clear that readings were understood and incorporated well into responses. 2-3 ideas from readings were shared as appropriate	readings were somewhat understood and incorporated into responses	postings have questionable relationship to reading material
Adherence to discussion board protocols (see above)	all DB protocols are adhered to	Some protocols are adhered to	No protocols are adhered to
Clarity of ideas and writing without errors. Adding work citations where appropriate	All Postings are clear and lacking of errors. Work of others is cited.	Some postings are clear and lacking of errors. Work is partially cited	No clarity in writing and work is full of errors.
Points	3.5	2.5	1.5

Early Childhood Education
CAEP Assessment 3
Ability to Plan Instruction
Instructional Planning Analysis

Early Childhood Education CAEP Assessment 3 is Ability to Plan Instruction in ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance. This assessment shows evidence of meeting NAEYC Standard Elements 4a and 4b and CEC Standards 2.1, 3.3, 5.1, and 5.3.

Assessment Overview

In this assessment, candidates will document knowledge of instructional strategies and planning through an in-depth investigation of the connections between environment and curriculum in relation to individual student learning. Candidates will demonstrate their understanding of developmentally effective approaches through analyzing the environment as it relates to the curriculum. Candidates will use knowledge of individual learning differences to develop learning objectives as well as instructional strategies to individualize instruction for children within the context of the general curriculum and environment. Candidates will provide the following:

- A written analysis of the classroom environment from the teacher, children, and family perspective and recommendations to improve the effectiveness of the environment to meet the learning needs of all children;
- An analysis of interactions during two to three child-initiated activities; and
- An individualized plan within the context of the general classroom environment and curriculum that includes materials, organizational structures, interaction strategies, and technology resources, including assistive technology, to meet the social, emotional, and academic needs of the identified child.

NAEYC Standards Assessed

NAEYC 4a. Understanding positive relationships and supportive interactions as the foundations of their work with children

NAEYC 4b. Knowing and understanding effective strategies and tools for early education

CEC Standards Assessed

CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

CEC 3.3 Beginning special educators modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC 5.1 Beginning special educators consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

CEC 5.3 Beginning special educators are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

Assessment Procedures

Candidates will examine the classroom environment from multiple perspectives and prepare a report that integrates analyses of the environment and interactions during two to three child-initiated activities with an individualized instructional plan that includes objectives and identifies instructional strategies and changes needed in the environment to support a child's learning outcomes. Candidates will use the following steps to complete this assignment.

Step One: Prepare a written analysis of the classroom environment (*CEC 2.1; NAEYC 4a*).

Candidates will provide a written analysis of the classroom environment and recommendations to improve the effectiveness of the environment to meet the learning needs of all children.

Candidates will do the following in the written analysis:

Classroom sketch

- Provide a sketch of the layout of the classroom and photos of specific areas within the classroom.

Multiple perspectives on the classroom environment

- Describe and analyze the general environment from the **teacher's** point of view to include the affective environment, the social environment, the physical environment, and the temporal environment.
- Describe and analyze the general environment from the **children's** point of view to include the affective environment, the social environment, the physical environment, and the temporal environment. Explain how this point of view differs from the **teacher's** point of view.
- Discuss and analyze the classroom environment from the **family perspective** and how the environment welcomes and includes families from diverse backgrounds.
- Support analyses based on the information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Perspectives on the environment and learning

- Describe and analyze ways in which the environment promotes active engagement; encourages independence; and values all children with diverse abilities, cultures, and/or languages.
- Discuss the accessibility of the environment. Explain how the environment supports children with exceptionalities. Identify the types of technology resources and assistive technology being used.
- Illustrate the effect of the environment on interactions between students as well as among teachers, students, specialists, and families, including families from diverse backgrounds.
- Support analyses based on the information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Recommendations to improve environment

- Present and discuss recommendations to improve the effectiveness of the environment to meet the learning needs of all children.
- Support analyses based on the information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Step Two: Select a child with a developmental or learning difference and interact with the child during two to three child-initiated activities within the general environment (CEC 5.1; NAEYC 4a).

Candidates will integrate their understanding of positive and supportive relationships with children in a written analysis as they do the following:

- Interact with a child for at least 30-45 minutes for a total of at least 90 minutes spread over two to three separate days and record anecdotal notes during interactions with the child.
- Describe and analyze ways in which the child demonstrates engagement with other children in the classroom.
- Describe strategies used with the child to encourage responsiveness to open-ended questions and participation in feedback loops with the teacher.
- Describe strategies used to encourage personal connections with the child.
- Support based on the information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Step Three: Based on what was learned in Step 2, prepare an instructional plan for the child (CEC 3.3, 5.1, 5.3; NAEYC 4b).

Candidates will develop an individualized plan for a child with developmental or learning differences within the context of the general environment and curriculum that includes the following:

- A description of the individual child that includes the child's age, language and cultural background, interests, developmental skill levels and abilities, and learning differences.
- Identification of three learning objectives that support meaningful learning activities and social interactions for the child.
- Description of at least two modifications needed to enhance the environment to support achievement of student learning objectives (e.g., access to or use of materials, organizational structure, specific interaction strategies, and appropriate technology resources).
- Descriptions of at least three instructional strategies that address the learning objectives and reflect the child's abilities, interests, language, culture, and family background.
- Instructional adaptations and accommodations, including the use of augmentative and alternative communication systems and assistive technologies.

- Support based on the information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Step Four: Reflection

Candidates will respond to the following questions:

- How does the analysis of the classroom environment and recommendations for modifications support individual learning needs and objectives for this child?
- How do the adaptations and modifications suggest a safe, inclusive, learning environment for **all** children?
- How would other children benefit from the individualized plan?
- How will the child's progress be assessed?

ECE PROGRAM OUTCOME STANDARDS (Aligned With State, NAEYC and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education CAEP ASSESSMENT 3 Ability to Plan Instruction Instructional Planning Analysis ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance				
CEC 2.1 Create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	Analyzed interactions during a child-initiated activity and described in detail three or more strategies used to promote positive relationships and support interactions supported by information from readings, discussions, class materials and other appropriate materials	Analyzed interactions during a child-initiated activity and described three strategies used to promote positive and supportive relationships and support interactions supported by information from readings, discussions, class materials and other appropriate materials	Analyzed interactions during a child-initiated activity and described with minimal detail fewer than three strategies used to promote positive relationships and supported interactions based on minimal information from readings, discussions, class materials, and other appropriate materials	Did not analyze interactions during a child-initiated activity

<p>NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children</p>	<p>Analyzed current environment in detail including photographs/sketches to support ideas and identified in detail four or more ways it promotes active engagement, values diversity, encourages independence, and promotes and supports positive relationships with all children supported by information from readings, class discussions, and other appropriate materials</p>	<p>Analyzed current environment including photographs/sketches to support ideas and identified three or more ways it promotes active engagement, values diversity, encourages independence, and promotes and supports positive relationships with all children supported by information from readings, class discussions, and other appropriate materials</p>	<p>Analyzed current environment and identified with minimal detail fewer than three ways it promotes active engagement, values diversity, encourages independence, and/or promotes and supports positive relationships with all children based on minimal or no support from information from readings, class discussions, or other appropriate materials</p>	<p>Did not analyze current environment and interactions during a child-initiated activity</p>
<p>CEC 5.1 Consider individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</p>	<p>Provided in-depth descriptions of two or more modifications to improve the environment to promote active engagement, support individual learning objectives, support individual social development objectives, and promote a challenging learning environment AND modifications include two appropriate uses of each of the following: materials, organizational structure, specific interaction strategies, and technology resources supported by information from readings, class discussions, and other appropriate materials</p>	<p>Provided descriptions of two modifications to improve the environment to promote active engagement, support individual learning objectives, support individual social development objectives and promote a challenging learning environment AND modifications include one appropriate use of each of the following: materials, organizational structure, specific interaction strategies, and technology resources supported by information from readings, class discussions, and other appropriate materials</p>	<p>Provided descriptions of fewer than two modifications to improve the environment to promote active engagement, support individual learning objectives, support individual social development objectives, and promote a challenging learning environment AND/OR modifications include fewer than one appropriate use of each of the following: materials, organizational structure, specific interaction strategies, and technology resources supported minimally from information from readings, class discussions, and other appropriate materials</p>	<p>Did not describe modifications</p>

CEC 3.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities	Provided in-depth descriptions of four or more instructional strategies that appropriately reflect the child's language and cultural background, interests, developmental skill level and ability and family background and address the learning objectives	Provided descriptions of three or more instructional strategies that appropriately reflect the child's language and cultural background, interests, developmental skill level and ability and family background and address the learning objectives	Provided descriptions of fewer than three instructional strategies that appropriately reflect the child's language and cultural background, interests, developmental skill level and ability and family background and address the learning objectives	Did not describe instructional strategies that reflect the child's language and cultural background, interests, developmental skill level and ability and family background and address the learning objectives
CEC 5.3 Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	Identified and described in detail three or more instructional adaptations and accommodations including augmentative, alternative communication systems and assistive technology to support the communication and learning of a child	Identified three or more instructional adaptations and accommodations including augmentative, alternative communication systems and assistive technology to support the communication and learning of a child	Identified one or more instructional adaptations and accommodations including augmentative or alternative communication systems or assistive technology to support the communication and learning of a child	Did not identify instructional adaptations and accommodations to support the communication and learning of a child
NAEYC 4b Knowing and understanding effective strategies and tools for early education	Developed an in-depth individualized plan for a child that included three or more measurable, child-centered learning objectives to support learning and social development that reflect the child's developmental skill and level and ability, interests, language, culture, and family background	Developed an individualized plan for a child that included three or more measurable, child-centered learning objectives to support learning and social development that reflect all of the following: the child's developmental skill level and ability, interests, language, culture, and family background	Developed an individualized plan for a child that included the following: fewer than three measurable, child-centered objectives to support learning and social development that reflected some but not all of the following: the child's developmental skills level and ability, interests, language, culture and family background	Did not develop an individualized plan for a child