

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

ECED 403 (001) – Inclusive Curriculum for Young Learners: Planning Instruction and  
Guidance  
3 Credits, Fall 2016  
Mondays, 4:30 – 7:10 pm  
Innovation Hall 215G, Fairfax Campus

**Faculty**

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**Prerequisites/Co-requisites**

None

**University Catalog 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

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a lecture and discussion format.

**Learner Outcomes or Objectives**

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 *Virginia Standards of Learning and Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.
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. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
9. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
10. Delineate indicators of potential child abuse and recommended steps for appropriate intervention process.

### **Professional Standards**

(Council for Exceptional Children, National Association for the Education of Young Children) Upon completion of this course, students will have met the following professional standards:

#### **CEC Standard Elements**

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

#### **NAEYC Standard Elements**

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

NAEYC 5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

#### **Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Kostelink, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education* (6<sup>th</sup> ed.). Columbus, OH: Pearson Education.

#### **Recommended Texts**

Bullard, J. (2013). *Creating environments for learning: Birth to age 8* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education.

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

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

### **Guidance Group Presentation and Reflection (15 points)**

Students will work with classmates to select an article from a variety of articles provided by the instructor that is related to the topic positive guidance for young children. A group of approximately two to three students will be responsible for presenting information and facilitating a discussion related to their chosen article during an assigned class session. The discussion must include a handout and an interactive activity to enable classmates to explore the topic presented. The presentation should not exceed thirty minutes. Students will select their group members, article topic, and date of presentation during the third class.

### **Field Experience**

Students will engage in 15 hours of field experience in an early childhood education classroom (prekindergarten – third grade). Students will refer to <https://cehd.gmu.edu/teacher/internships-field-experience> for instructions and forms to complete prior to any observations and to submit upon completion of the field experience. As part of the field experience, students will complete an environmental analysis, provide a description of a focus child, and submit signed documentation and a reflection of the field experience. Specific instructions for each component are provided below.

#### ***Environmental Analysis (10 points)***

Students will provide a written analysis of the field experience classroom environment and make recommendations to improve the effectiveness of the environment to meet the learning needs of children with developmental, learning, physical, or linguistic differences. The analysis will include the following:

- A sketch of the layout of the classroom and labeled photos of specific areas in the classroom.
- Description and analysis of the ways in which the environment promotes active engagement; encourages independence; and values all children with diverse abilities, cultures, and/or languages.
- Description and analysis of the general environment from a teacher's, child's and family's point of view to include the affective environment, the social environment, the physical environment, and the temporal environment.
- Discussion of the accessibility of the environment, including an explanation of how the environment supports children with exceptionalities and the types of technology resources and assistive technology being used.
- Description and analysis of the effect of the environment on interactions among students as well as among teachers, students, specialists, and families, including families from diverse backgrounds.

Description of at least two modifications needed to enhance the environment to support achievement of student learning objectives, including appropriate technology resources. Students will cite current research from the course textbook, class discussions and

handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list.

***Reflection of Field Experience (5 points)***

Students will share with the group a reflection of their field experience to include positive outcomes as well as ideas for enriching their field experiences in the future.

***Documentation Form (5 points)***

Students will engage in 15 hours of field experience and submit signed documentation of the hours on site.

**Instructional Plan (50 points)**

This is Key Assessment 3 Instructional Plan that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted to Tk20 on Blackboard. See the assessment description and scoring rubric attached.

**• Other Requirements**

**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 (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) 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](http://www.gmu.edu).

**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 at <http://infoguides.gmu.edu/content.php?pid=39979>. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Course Performance Evaluation Weighting**

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance & Participation	Ongoing	15
Guidance Group Presentation and Reflection	As assigned	15
Field Experience <ul style="list-style-type: none"> <li>• Environmental Analysis</li> <li>• Reflection of Field Experience</li> <li>• Documentation Form</li> </ul>	October 24 December 5 December 5	10 5 5
Instructional Plan <ul style="list-style-type: none"> <li>• Part 1: Establishing Positive Relationships and Supportive Interactions</li> <li>• Part 2: Considering the Child</li> <li>• Part 3: Developing an Instructional Plan</li> </ul>	November 14  November 21 December 5	10  10 30
<b>TOTAL</b>		<b>100</b>

- **Grading Policies**

A = 95 – 100

B- = 80 – 82

A- = 90 – 94

C = 70 – 79

B+ = 87 – 89

D = 60 – 69

B = 83 – 86

F = < 60

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.

### **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: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

Date	Topics	Readings & Assignments Due
Aug 29	Introduction to curriculum	Review Syllabus prior to class Developmentally Appropriate Practice Position Statement (online)
Sept 5	<b>No Class – Labor Day Holiday</b>	
Sept 12	Becoming a reflective practitioner/beyond discipline	Kostelnik et al. Chapter 1
Sept 19	Linking Cycle of Learning to teaching; effective teaching strategies	Kostelnik et al. Chapter 2
Sept 26	Curriculum planning, integrated curriculum, effective small group activities	Kostelnik et al. Chapter 3
Oct 3	Classroom environment and learning centers Plan/design/refine	Kostelnik et al. Chapter 5 <b>DUE: Positive Guidance Presentation #1</b>
<b>Oct 10</b>	<b>NOTE: Due to Columbus Day Holiday</b> <b>Class Meets on Tuesday, Oct 11th</b> Developmentally appropriate practices; teacher-student interactions; aesthetic domain	Kostelnik et al. Chapter 9 <b>DUE: Positive Guidance Presentation #2</b>
Oct 17	The centrality of culture in early childhood classrooms, including early childhood special education; development of social skills; planning for cultural diversity	Kostelnik et al. Chapter 14 <b>DUE: Positive Guidance Presentation #3</b>
Oct 24	Investigating curriculum designs; integration across content; pretend and construction play	Kostelnik et al. Chapter 15 <b>DUE: Environmental Analysis</b>
Oct 31	Curriculum planning; effective group activities	Kostelnik et al. Chapter 4 <b>DUE: Positive Guidance Presentation #4</b>
Nov 7	Guidance toward an encouraging classroom/anti-bias education approach; cultural identities; coalition building; advocacy and social justice	Kostelnik et al. Chapter 6 & Chapter 10 <b>DUE: Positive Guidance Presentation #5</b>
Nov 14	Planning formats; reflecting child-interest and standards; the role of observation, data collection, and assessment	Kostelnik et al. Chapter 7 <b>DUE:</b> <b>*Positive Guidance Presentation #6</b> <b>*Instructional Plan Part 1: Establishing Positive Relationships and Supportive Interactions</b>

Date	Topics	Readings & Assignments Due
Nov 21	Integrated planning/curriculum development; individualization for all children	Kostelnik et al. Chapter 16  <b>DUE:</b> * <i>Positive Guidance Presentation #7</i> * <i>Instructional Plan Part 2: Considering the Child</i>
Nov 28	Physical activity and learning	Kostelnik et al. Chapter 13  <b>DUE: Positive Guidance Presentation #8</b>
Dec 5	Inclusive practices and modifications; role of families and communities in informing curriculum	Kostelnik et al. Chapter 8  <b>DUE:</b> * <i>Instructional Plan Part 3: Developing an Instructional Plan</i> * <i>Reflection of Field Experience</i> * <i>Documentation Form</i>
Dec 12	Instructional Plan and Assignments Due	<b>DUE:</b> * <i>Sharing of Student's Instructional Plan</i> * <i>Upload to Blackboard - Bring a laptop to class</i>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

#### **Assessment Rubric(s)**

See Key Assessment 3 description and rubric attached.

## **Early Childhood Education Key Assessment 3**

### **Ability to Plan Instruction: Instructional Plan**

Early Childhood Education Key Assessment 3 Ability to Plan Instruction is the Instructional Plan in ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance near the beginning of the program. This assessment shows evidence of meeting the following standard elements:

#### **CEC Standard Elements**

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

#### **NAEYC Standard Elements**

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

NAEYC 5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

#### **Description of the Assignment**

In this assignment, candidates will use knowledge of individual learning differences to develop learning objectives as well as instructional strategies that include augmentative, alternative, or assistive technologies to individualize instruction for a child with developmental, learning, physical, or linguistic differences within the context of the general education environment and curriculum.

#### ***Part 1. Establishing Positive Relationships and Supportive Interactions (NAEYC 4a)***

Candidates will select a child with a developmental or learning difference and interact with the child during two to three instructional activities within the general classroom environment.

Candidates' analysis of their interactions will emphasize their understanding and use of positive relationships and supportive interactions as a foundation for their work with individual children by including the following:

- Description of the strategies candidates used with the child to initiate warm, nurturing interactions and communicate an interest in the child's activities and
- Description of the strategies candidates used during instructional interactions to support the child's learning.

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Candidates will use in-text citations and include a reference list.

***Part 2: Considering the Child (CEC 5.1)***

Candidates will summarize what they learned about their focus child from (a) talking with the teacher, (b) observing the child interact with peers and adults, and (c) interacting with the child during the instructional activities.

***Part 3: Developing an Instructional Plan (CEC 5.1, 5.3; NAEYC 4b, 5a)***

Candidates will use what they learned about the child to develop a written individualized instructional lesson plan for the child within the context of the general education environment and curriculum. Through the use of an array of developmentally appropriate approaches, instructional strategies and tools, candidates will write an instructional lesson plan that positively influences the child's development and learning that will include the following:

- Written lesson plan using the provided lesson plan template and
- Rationale as to how the instructional strategies and tools address the developmentally appropriate learning objectives and reflect the child's skill level, abilities, interests, language, culture, and family background.

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Candidates will use in-text citations and include a reference list.

## Individual Child Lesson Plan Template for Assessment 3

<b>Name:</b>  <b>School/Context:</b>	<b>Date:</b>  <b>Age/Grade Level:</b>
<b>Lesson Title:</b>	
<b>Pre-Planning</b>	<b>Rationale</b> <i>In this space, include a discussion of your rationale for selecting specific standards or processes. Use citations from current research from the textbook, class discussions, or handouts to support your conclusions and assertions.</i>
<b>Performance-based Objective(s):</b> Identify three academic or developmental learning objectives selected to promote individual child's learning (NAEYC 5a).	
<b>Local/State/National Standards:</b> Identify salient standards that are linked to your assessments (NAEYC 5a).	
<b>Materials:</b> List supplies or props needed to implement the learning experience. Including appropriate technologies (NAEYC 5a).	
<b>Assistive Technology:</b> List augmentative/alternative communication systems and assistive technologies to support child's communication and learning (CEC 5.3)	
<b>Planned Instructional Strategies</b>	
<b>Context/Setting Opening:</b> Describe where the lesson will occur (e.g., outside, small group, etc.). Describe how the lesson topic is connected to child's prior knowledge or experiences (CEC 5.1).	
<b>Tasks/Methods/Strategies:</b> Include step-by-step directions with elaborations that provide clear descriptions of the developmentally appropriate strategies and tools to be used to facilitate learning (NAEYC 4b).	
<b>Adaptations/Accommodations:</b> Considering the child's abilities, interests, learning environment, and cultural and linguistic background, describe specific adaptations/accommodations to be used to support the child's learning (CEC 5.1).	
<b>Comprehension Checks:</b> Describe strategies to be used to check for child's understanding during the lesson (NAEYC 4b).	
<b>Closure:</b> Describe strategies to be used to review what was learned in lesson (NAEYC 4b).	

## Early Childhood Education Key Assessment 3

### Ability to Plan Instruction: Instructional Plan

	Exceeds	Meets	Approaches	Does Not Meet
<b>Part 1: Establishing Positive Relationships and Supportive Interactions</b>				
NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children	Candidate provided descriptions that met expectations and reflected extensive knowledge of strategies for establishing positive relationships and creating supportive interactions with young children with developmental or learning differences.	Candidate provided descriptions supported by current research of interactions with a young child with a developmental or learning difference that demonstrate an understanding of strategies that promote nurturing relationships and support children engaged in learning.	Candidate provided descriptions of interactions with a child that demonstrate an understanding of strategies that promote nurturing relationships and support children engaged in learning. However, candidate did not support descriptions with current research.	Candidate did not provide descriptions of interactions with the child that demonstrate an understanding of strategies that promote nurturing relationships and support children engaged in learning.
<b>Part 2: Considering the Child and Part 3: Developing an Instructional Plan</b>				
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	Candidate provided instructional strategies that met expectations and reflected extensive knowledge of adaptations and accommodations that reflects the young child's ability, interests, learning environment, and cultural and linguistic factors.	Candidate provided learning experiences that include adaptations and accommodations, that reflect the young child's ability, interests, learning environment, and cultural and linguistic factors.	Candidate provided instructional strategies that included adaptations and accommodations. However, candidate did not use knowledge of the child's ability, interests, cultural environment, and cultural and linguistic factors.	Candidate did not provide instructional adaptations and accommodations.
CEC 5.3 Beginning special educators are familiar with augmentative and alternative communication systems and a variety of assistive technologies to	Candidate met the criteria and reflected extensive knowledge of technologies supported by current research, including augmentative and alternative communication systems and assistive	Candidate integrated technologies, supported by current research, including augmentative and alternative communication systems and assistive	Candidate attempted to integrate technologies, including augmentative and alternative communication systems and assistive	Candidate did not integrate technologies, including augmentative and alternative communication systems and assistive technologies, in

	support the communication and learning of individuals with exceptionalities	communication systems and assistive technologies	assistive technologies, in the instructional plan to support the communication and learning of a child with developmental or learning differences.	technologies, in the instructional plan to support the communication and learning of a child.	the instructional plan to support the communication and learning of the child.
NAEYC 4b Knowing and understanding effective strategies and tools for early education	Candidate met expectations and reflected complex understanding and knowledge of developmentally appropriate strategies and tools to positively influence a young child's development.	Candidate developed a written lesson plan, supported by current research, that included developmentally appropriate instructional strategies and tools that reflect a young child's developmental skill level, ability, interests, language, culture, and family background.	Candidate developed a written lesson plan that included developmentally appropriate instructional strategies and tools. However, candidate did not support the strategies and tools with current research and/or did not take into account a child's developmental skill level, ability, interests, language, culture, and family background.	Candidates did not develop a written lesson plan that included developmentally appropriate instructional strategies and tools.	
NAEYC 5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	Candidate met criteria and reflected an extensive knowledge of developmentally appropriate and relevant content and resources.	Candidate developed a written lesson plan, supported by current research, that included developmentally appropriate and relevant content and resources.	Candidate developed a written lesson plan that included content and resources. However, candidate did not include developmentally appropriate and relevant content and resources.	Candidate did not develop a written lesson plan that included appropriate content and resources.	