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

ECED 403.DL1 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
3 Credits, Spring 2021
01/25/2021– 05/10/2021, Thursdays/ 4:30pm – 7:10pm
Online Synchronous

Faculty
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Prerequisites
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. Notes: Field experience required.

Course Delivery Method
This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 25, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Describe theoretical frameworks guiding early childhood curriculum approaches and practices.
2. Use principles of learning and knowledge of individual children's development, abilities, and prior knowledge to plan meaningful instruction and select, develop, and use appropriate curricula, methodologies, and materials, including media and contemporary technologies, that support and enhance student learning and reflect the research on unique, age-appropriate, culturally relevant curriculum and pedagogy for diverse young children, including English learners, children who are gifted and talented, and children with disabilities.
3. Describe and use the principles of online learning, online instructional strategies, and technology to enhance curriculum development and student learning.
4. Describe strategies to modify and manage learning environments, experiences, and instructional practices that are sensitive to culturally, linguistically, and ability diverse learners, including English learners, children who are gifted and talented, and children with disabilities.
5. Identify teaching methods that promote student engagement, student academic progress, and effective preparation for the Virginia Standards of Learning assessments.
6. Explain the role of families in child development and the child's education, strategies for communicating with families regarding the social and instructional strengths and needs of children, and strategies for increasing family engagement in student learning at home and school and in the preparation of the Virginia Standards of Learning assessments.
7. Explain how meaningful, intentional instruction and curriculum activities with diverse young children in informal, play-mediated, and/or discipline-specific (i.e., drama, English, mathematics, movement, music, history and social science, science, computer technology, visual and performing arts) settings help learners develop knowledge and basic skills, sustain intellectual curiosity, problem-solving skills, and specific learning outcomes as reflected in the *Virginia Standards of Learning* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.
8. Explain how to plan for differentiated instruction and flexible groupings in prekindergarten through third-grade classrooms to meet the needs of diverse young learners at different stages of development, abilities, and achievement, including English learners, children who are gifted and talented, and children with disabilities.
9. Explain how individualized education programs (IEPs) are developed and implemented by multidisciplinary teams.
10. Identify intervention strategies and techniques, including tiered instruction, that facilitate functional and developmentally appropriate cognitive, social and emotional, speech and language, motor, and self-help development for diverse young children, including English learners, children who are gifted and talented, and children with disabilities.
11. Discuss service delivery options for children with disabilities that support success and functionality in all settings where same-age, typically developing peers would be located.
12. Describe various school crisis management and safety plans and how to create a safe, orderly, inclusive classroom environment in a developmentally appropriate manner that engages individual children in meaningful learning activities and social interactions.

13. Describe research-based classroom and behavior management techniques, classroom community building strategies, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
14. Describe diverse, age-appropriate classroom and behavior management approaches based on culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice that support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline.
15. Identify age-appropriate techniques, informed by learning principles and knowledge of child development, that maintain a positive learning environment, build responsibility, and teach social and emotional skills, including self-discipline and self-regulation, to individual children and groups of children to assist with behavior management.
16. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.
17. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Requirements
Curriculum and Instruction
Classroom and Behavior Management
Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies
Instructional Programs for Early Intervention
Behavior Management
Supervised Experiences

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods

CEC Standard Elements
CEC 1.2 *Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.*
CEC 2.1 *Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions.*

CEC 3.1 *Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for 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*

NAEYC Standard Elements
NAEYC 3d *Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments*
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, including appropriate uses of technology*
 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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178
Kostelnik, M., Soderman, A., & Whiren, A. (2019). *Developmentally appropriate curriculum: Best practices in early childhood education* (7th ed.). Columbus, OH: Pearson Education. ISBN: 9780134747620

Recommended Text
Bullard, J. (2017). *Creating environments for learning: Birth to age 8* (3rd ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 9780134014555

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

Assignments	Due Dates	Points
Attendance & Participation • Self-Evaluation	Ongoing May 9	**25**
Field Experience • Field Experience Placement Approval Form • Field Experience Documentation Form (after completion of Field Experience hours)	 February 14 May 9	**5** 1 4
Child Guidance Philosophy Statement Final paper	Draft: February 28 Final: March 7	**20**
Instructional Lesson Plan		**50**

• Part 1: Introducing and Considering the Child	Draft – March 14 Final - March 28	15
• Part 2: Establishing Positive Relationships	Draft – April 4 Final - April 11	15
• Part 3: Developing a Lesson Plan	Draft April 17 Final - May 2	20
Compiled Instructional Plan due to Tk20/VIA through Bb	May 9	
TOTAL		**100**

- **Assignments and/or Examinations**

Field Experience (5 points)
This course requires a minimum of 15 hours field experience. Students in the Early Childhood Special Education Licensure Concentration will complete their field experience in a preschool special education classroom setting. Students in the Early/Primary Education PreK-3 Licensure Concentration will complete their field experience in a prekindergarten through third-grade general education classroom setting. Students in the dual licensure concentration or without a concentration may complete the field experience in a preschool special education classroom setting or in a prekindergarten through third-grade general education classroom setting. To initiate this assignment, students will visit https://cehd.gmu.edu/endorse/ferf and complete the online "Field Experience Request Form." On the form, students will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

Option 1
- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- Students will need to have access to a preschool early childhood special education classroom setting or a prekindergarten through third-grade general education classroom setting.

Option 2
- Students may request a virtual placement in a a preschool special education classroom setting or a prekindergarten through third-grade general education setting through the field placement office https://cehd.gmu.edu/endorse/ferf.
- The field placement office will arrange a virtual placement for students in a specific school with a specific teacher.

Documenting the Field Experience (5 points)
- Students will upload the *Field Experience Placement Approval Form.* In this form, they will provide a statement confirming that they have completed the online "Field Experience Request Form." They also will provide information to the instructor about where and how they will complete the field experience (1 point).
- Upon completion of their field experience hours, students will provide documentation of their experience (4 points).

      o If students complete the field experience within their own setting, they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard. This form requires verification from the principal or supervisor on site.

      o If students attended a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentoring teacher on site.

Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Child Guidance Philosophy Paper (20 points)
Students will work to write a five- to eight-page paper describing their classroom child guidance and behavior management philosophy and plan. Students will use textbook readings, in-class discussions, and at least five professional/peer-reviewed readings to support their plan. Students will include a discussion of the following:
- Statement of strengths-based approach to child guidance and behavior management,
- Overall plan for child guidance strategies to ensure student success,
- Plan for behavior management,
- Proposed or expected accommodations for diverse young learners,
- Inclusion of family beliefs and values, and
- Specific strategies to be used in the classroom.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant professional and peer-reviewed sources to support the information they provide. They will use in-text citations, include a reference list per APA style guidelines, and use correct written conventions.

Instructional Plan (50 points) This assignment must be submitted to Tk20/VIA on Blackboard. In this assignment, students will use knowledge of individual learning differences, including cultural, linguistic, and ability diversity, 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. During the initial meeting times of the field experience, students will select a child with a developmental or learning difference, including linguistic (e.g., English or dual language learner) and/or ability (e.g., gifted and talented and/or disability) diversity. They will work with this child throughout their field experience and create an instructional plan that targets the needs of their focus child and prepares the child for at least two areas on the Virginia Standards of Learning or Virginia's Foundation Blocks for Early Learning.

Part 1: Introducing and Considering the Child (15 points)
Students will gather information about their focus child by working with the teacher, family, and/or other professional colleagues, as appropriate, and present the information in a three-to four-page paper. They will do the following:
- Provide background information (e.g., age, grade level, learning difference, special

services), including cultural diversity, linguistic diversity (e.g., English or dual language learner), ability diversity (e.g., gifted and talented areas, identified disabilities), and other types of diversity.
- Expand the discussion of the focus child by summarizing information regarding the following:
    - Individual abilities and areas of needs of the child,
    - The child's specific interests,
    - Effective learning environments, and
    - Cultural, linguistic, and ability factors that should be considered when planning curriculum and instruction for the focus child.
- Explain how they gathered the information about the child within the context of the classroom and in partnership with the teacher, family, and/or other professional colleagues:
    - Discussions and/or working with the teacher, family, and/or other professional colleagues;
    - Observations of the child interacting with peers and adults; and
    - Interactions with the child during two or three instructional activities within the classroom environment.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Part 2: Establishing Positive Relationships (15 points)
During the field experience, students will interact with the focus child using strategies discussed in class to develop a relationship with the child and to support instruction. Students will write a two- to three-page paper that describes three strategies students used with the child to initiate warm, nurturing interactions and communicate an interest in the child's activities. They will explain how these strategies supported the child's diversity, including cultural, linguistic, and ability diversity.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Part 3: Developing a Lesson Plan (20 points)
Students 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 that responds to the child's cultural, linguistic, and ability diversity and prepares the child for the Virginia Standards of Learning or Virginia's Foundation Blocks for Early Learning in at least two content areas. Students will write an instructional lesson plan, using the provided lesson plan template, that will positively influence the child's development and learning. For each part of the template, they will include a rationale.

In their rationales, they will use citations from current research from the course readings and textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions per APA style guidelines.

- **Other Requirements**

Attendance and Participation (25 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices are to be used for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit attendance and participation self-evaluation.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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. 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.

- **Grading**

A+ = 98 – 100 A = 93 – 97 A- = 90 – 92 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82
C+ = 77 –79 C = 70 – 76 D = 60 – 69 F = < 60
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD 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 seeking Virginia initial teaching licensure must earn a C or better in all undergraduate licensure coursework.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/.

Class Schedule
Note: Readings should be completed before the class meeting on Thursday. Papers and graded assignments are due the following Sunday.

Date	Topics	Readings	Assignments
Week 1 **Jan. 28**	Introductions Syllabus and Assignment Review Online teaching and learning Introduction to inclusive curriculum and instruction • Equity • Inclusion • Recommended practices **Child Guidance and Instructional Lesson Plan** **Assignment Discussions**	DEC/NAEYC Early Childhood Inclusion Joint Statement NAEYC advancing equity position statement DEC Recommended Practices **Please remember to complete readings **before** the class meeting for each week.	

Date	Topics	Readings	Assignments
Week 2 **Feb. 4**	Theoretical Frameworks Guiding Early Childhood Curriculum for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children with Disabilities • Developmentally Appropriate Practices • Pedagogy • Curricula • Methodologies **Child Guidance Philosophy Statement Assignment Discussion**	NAEYC Developmentally Appropriate Practice Position Statement Kostelnik et al., Introduction and Chapter 1 Recommended: Bullard Ch. 1 and 4	
Week 3 **Feb. 11**	Child Guidance and Classroom and Behavior Management for Diverse Young Learners and the Social and Affective Domains • Developmentally appropriate expectations • Supporting social and emotional development • Trauma informed teaching • Resilience • Emotional intelligence • Self-discipline and self-regulation	Kostelnik et al. Ch. 10 and 14 Recommended: Bullard Ch. 2	**Due to Bb 2/14 at 5:00 pm – Field Experience Placement Approval Form**
Week 4 **Feb. 18**	Child Guidance and Classroom and Behavior Management for Diverse Young Learners • Positive behavior supports and individual interventions • Research-based classroom and behavior management techniques • Safe, orderly, inclusive classrooms • School crisis management and safety plans • Positive redirection	Kostelnik et al. Ch. 6 Honsinger paper on Bb Recommended: Bullard Ch. 3	

Date	Topics	Readings	Assignments
Week 5 **Feb. 25**	Classroom Environment • Building positive relationships and classroom community • Building responsibility in young learners • Organizing space and materials • Physical layout of classroom • Inclusive environments • Developing schedules and routines	Kostelnik et al. Ch. 5 and 16 Recommended: Bullard, Ch. 5 and 6	**Submit via email by 2/28 at 5PM – Rough Draft of Child Guidance Philosophy Paper**
Week 6 **Mar. 4**	Child Development and Using Standards to Guide Practice • Developmental domains (cognition, language and communication, motor, social emotional, self-help) • Influences of individual differences, including English learners, children who are gifted and talented, and children with disabilities • Virginia Standards of Learning • Virginia's Foundation Blocks for Early Learning • Context of national, state, and local standards • Preparation for Virginia Standards of Learning assessments **Lesson Plan: Standards and Objectives**	Kostelnik et al., Ch.2 SOLs K-3 Virginia Foundation Blocks for Early Learning Recommended: Bullard, Ch. 7	**Due to Bb by 3/7 at 5:00 pm – Child Guidance Philosophy Statement Paper**

Date	Topics	Readings	Assignments
Week 7 Mar. 11	Planning and Implementing Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children with Disabilities • Planning • Parts of a lesson • Instructional strategies • Engagement • Flexible grouping **Lesson Plan: Materials, Contexts, and Assistive Technology**	Kostelnik et al., Ch. 3 and 4 Recommended: Bullard, Ch. 8	**Submit via Email by 3/14 by 5:00 pm – Rough Draft of Instructional Lesson Plan Part 1**
Week 8 Mar. 18	Implementing Meaningful, Intentional Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children with Disabilities • Contemporary technologies • Engaging curiosity and problem solving • Informal • Play-mediated • Learning Centers **Lesson Plans: Tasks, Methods, Strategies; Accommodations and Modifications**	Kostelnik et al. 15 Recommended: Bullard, Ch. 9	

Date	Topics	Readings	Assignments
Week 9 Mar. 25	Developmentally Appropriate Curriculum Development and Implementation: • Content areas (reading and English, mathematics, history and social sciences, science) • Integrating content across curriculum • Instructional strategies • Modifying instruction for diverse learners **Instructional Plan Assignment Discussion**	Kostelnik et al. 11, 12 Review Kostelnik et al. pp. 469-487 Recommended: Bullard, Ch. 10	**Due to Bb 3/28 by 5:00 pm – Instructional Lesson Plan Part 1**
Week 10 Apr. 1	Assessing and Evaluating Diverse Young Children's Learning, Including English Learners, Children Who Are Gifted and Talented, and Children with Disabilities • Formal and informal assessments • Virginia Standards of Learning assessments • Student academic progress	Kostelnik et al., Ch. 7 Recommended: Bullard, Ch. 11	**Submit via email 4/4 by 5:00 pm – Rough draft of Instructional Lesson Plan Part 2**
Week 11 Apr. 8	Anti-bias and Culturally Relevant Pedagogy and Family Engagement • Strategies for communicating with families • Strategies for increasing family engagement at home and school • Building relationships with young children and families • Anti-bias instruction	Kostelnik et al. Ch. 8 Review NAEYC advancing equity position statement Recommended: Bullard, Ch. 12	**Due to Bb by 4/11 at 5:00 pm – Instructional Lesson Plan Part 2**

Date	Topics	Readings	Assignments
Week 12 Apr. 15	Instructional Strategies for Young Children with Disabilities, Gifted Students, and English Language Learners • Instructional strategies to meet the needs of diverse young learners • Modifying instruction for diverse learners • Overview of the development and implementation of IEPs and service delivery options • Use of tiered instruction and Response to Intervention (RTI)	Kostelnik et al. Ch. 13 Sample IEP and IFSP on Bb Review DEC/NAEYC Early Childhood Inclusion Joint Statement and DEC Recommended Practices Recommended: Bullard, Ch. 15	**Submit via email by 4/17 at 5:00 pm – Rough Draft of Instructional Lesson Plan Part 3**
Week 13 Apr. 23	Instructional Strategies for Diverse Young Learners: The Aesthetic Domain • Arts and Movement instruction • Integrating domain - specific content across the curriculum ****Class will meet Friday 4/23 this week for our Wolf Trap meeting. Time TBA. This is in place of our usual Thursday meeting.**	Kostelnik et al., Ch. 9 Recommended: Bullard, Ch. 13 and 14	
Week 14 Apr. 29	Conclusions • Effective, developmentally appropriate instructional strategies • Assignment questions • Wrapping Up		**Due to Bb 5/2 by 5:00 pm – Instructional Lesson Plan Part 3**

Date	Topics	Readings	Assignments
Week 15 **May 6**	Exam Period- No class meeting		**Due TK20/VIA by 5/9 – Instructional Lesson Plan (all parts compile)** **Due to Bb by 5/9 – Attendance and Participation Self-Evaluation** **Due to Bb by 5/9 – Field experience documentation form**

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

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 https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://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://ds.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/VIA should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Evaluation Guide

Instructional Lesson Plan				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
Part 1: Introducing and Considering the Child				
NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Candidate met expectations and supported the discussion with multiple relevant citations from course readings and textbook, class discussions and handouts, and/or other relevant sources to support the conclusions and assertions per APA style guidelines.	Candidate presented information about a child's abilities, interests, learning environments, and cultural and linguistic factors gathered from discussions with the teacher, family, and/or other professionals; observations of the child interacting with peers and adults; and interactions with the child during instructional activities within the classroom environment.	Candidate discussed the child's abilities, interests, learning environments, or cultural and linguistic factors, but did not apply these considerations to instructional planning for the child.	Candidate did not present information about a child's abilities, interests, learning environments, or cultural and linguistic factors gathered from discussions with the teacher, family, and/or other professionals; observations of the child interacting with peers and adults; and interactions with the child during instructional activities within the classroom environment.

Part 2: Establishing Positive Relationships				
CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions. **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.
Part 3: Developing an Instructional Plan				
CEC 5.1 Beginning special educators consider an individual's abilities, interests, learning environments, and cultural and	Candidate provided instructional strategies that met expectations and reflected extensive knowledge of adaptations and accommodations	Candidate provided learning experiences that include adaptations and accommodations, that reflect the young child's ability, interests, learning	Candidate provided instructional strategies that included adaptations and accommodations. However, candidate did not use knowledge of the child's	Candidate did not provide instructional adaptations and accommodations.

linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities	that reflects the young child's ability, interests, learning environment, and cultural and linguistic factors.	environment, and cultural and linguistic factors. Candidate included plans for classroom and behavior management techniques, classroom community building, and individual interventions, including techniques that promote emotional well-being.	ability, interests, cultural environment, and cultural and linguistic factors.	
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	Candidate met the criteria and reflected extensive knowledge of technologies supported by current research, including augmentative and alternative communication systems and assistive technologies	Candidate integrated technologies, supported by current research, including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of a child with developmental or learning differences.	Candidate attempted to integrate technologies, including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of a child.	Candidate did not integrate technologies, including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of the child.

CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. **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.	Students did not develop a written lesson plan that included developmentally appropriate instructional strategies and tools.
CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning	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 and prepared the child for the Virginia Standards of Learning assessments.	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.

progressions for individuals with exceptionalities. **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				