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

ECED 503.600/601 Inclusive Curriculum for Young Learners:
Planning Instruction and Guidance
3 Credits, Spring 2023, Bichronous Online
3/13/2023-5/7/2023, Thursdays/ 5:00–7:40 pm

Faculty
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Prerequisites/Corequisites
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 an asynchronous 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 23rd, 2023.

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:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- <u>Course Week:</u> Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
- <u>Log-in Frequency:</u> 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.
- <u>Participation:</u> 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.
- <u>Technical Competence:</u> 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.
- <u>Technical Issues:</u> 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.
- <u>Workload:</u> 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.
- <u>Instructor Support:</u> 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.
- <u>Netiquette:</u> 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.
- <u>Accommodations:</u> 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's Early Learning and Development Standards* and the *Virginia Standards of Learning*.
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 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. Identify specific instructional strategies matched to individual students to ensure differentiation to support diverse learning needs.
17. 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.
18. 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
Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, and Virginia Early/Primary Education Endorsement Competencies

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

DEC Initial Practice-Based Professional Preparation Standards for EI/ECSE
DEC 1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.
DEC 1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.

NAEYC Professional Standards and Competencies for Early Childhood Educators
NAEYC 1b Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
NAEYC 1c Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

NAEYC 1d Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Virginia Professional Studies Endorsement 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

Required Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178
Bullard, J. (2017). *Creating environments for learning: Birth to age 8* (3rd ed.). Pearson Education. ISBN: 9780134014555
Kostelnik, M., Soderman, A., & Whiren, A. (2019). *Developmentally appropriate curriculum: Best practices in early childhood education* (7th ed.). Pearson Education. ISBN: 9780134747620

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

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	**25**
• Self-Evaluation	May 6	
Field Experience		**10**
• Field Experience Placement Approval Form	Mar 16	1
• Field Experience Documentation Form (after completion of Field Experience hours)	Apr 22	4
• Field Experience Interview	Mar 25	5
Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017)	Ongoing May 4	**10**
Instructional Lesson Plan		**55**
• Part 1: Learning Theories	Apr 1	15
• Part 2: Introducing and Considering the Child and Context	Apr 15	15
• Part 3: Developing a Lesson Plan	Apr 29	25
Compiled Instructional Plan due to VIA through Bb	May 6	
TOTAL		**100**

- **Assignments and/or Examination**

Field Experience (10 points)
This course requires a minimum of 15 hours field experience. Students will complete their field experience in an inclusive prekindergarten to third-grade education environment. To initiate this assignment, students will visit https://cehd.gmu.edu/endorse/ferf and complete the Online Field Experience Registration. On the form, they will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

Option 1:
- o 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 in an inclusive prekindergarten through third-grade classroom at their workplace.

Option 2:
- o Students may request placement in an inclusive prekindergarten through third-grade classroom setting through the field placement office https://cehd.gmu.edu/endorse/ferf.
- o The field placement office will arrange 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 Registration and they 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 documention of their experience *(4 points)*.
- If they completed the field experience within their own setting (requires instructor approval), they will upload the **On-the-Job Placement Documentation Form** to Blackboard (Bb). This form can be found on Bb and requires verification from the assistant principal or principal on site.
- If they completed a field placement other than where they work, they will upload the **Field Experience Documentation Form** to Bb. This form can be found on Bb and requires verification from the mentor 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 Bb for DEC) Initial Practice-Based Professional Preparation Standards for EI/ECSE and NAEYC Professional Standards and Competencies for Early Childhood Educators.

Field Experience Interview (5 points)
Students will interview the host teacher if the student is completing the field experience in another teacher's classroom or conduct a reflective analysis of the learning contexts if

student is the lead teacher. Students will bring results (e.g., notes, bullets, memo, field placement observation log) of their interview or reflective analysis to class for discussion.

Reading Reflection Log (10 points)
Students will maintain a reading reflection log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017). A reflection log and schedule will be available on Blackboard. Students are expected to follow the schedule and complete reflections according to the schedule.

Instructional Plan (55 points)
This assignment is a key assessment and must be submitted to VIA through Blackboard (Bb).

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 addresses Virginia's Early Learning and Development Standards (ELDS) or Virginia Standards of Learning (SOLs).

Part 1: Learning Theories and Instructional Strategies (15 points) **(DEC 1.1)**
To demonstrate their understanding of the impact of early learning and development theories on assessment, curriculum, intervention, and instruction decisions, students will write a two- to four-page paper that provides an overview of a chosen theory and an explanation of how the theory informs assessment, curriculum, intervention, and instruction decisions. Students will do the following:
- Describe the major tenets of a selected theory as related to development in the early years (birth through age eight years).
- Explain how the theory informs assessment, curriculum, intervention, and instruction decisions.
- Explain how the theory informs classroom management and guiding children's behavior.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant professional/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: Introducing and Considering the Child and the Classroom Context (15 points)
Students will gather information about their field experience classroom and their focus child by working with the teacher, family, and/or other professional colleagues, as appropriate, to grasp a better understanding of the classroom context and to consider each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

Step 1 (NAEYC 1c). Students will reflect on their understanding of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities by analyzing the knowledge attained about the child as they gathered information during field experience. They will discuss how the following interactions contributed to their understanding of the child's development and learning processes:

- Provide an overview of the school and classroom context.
- Include an overview of the behavior management program(s) or systems.
- Describe how families are included in the school and classroom communities.
- Explain how obtaining this knowledge about children's context (i.e., school, classroom, family, child) informs educators' understandings of the children's development and learning.

Step 2 (NAEYC 1b). Students will present the information gathered about the child and describe the individual child by doing the following:

- Provide background information (e.g., age, grade level, learning differences, 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.
- Provide a summary of information regarding the following:
  - the child's specific interests;
  - individual abilities and child's approach to learning; and
  - cultural, linguistic, and ability factors that should be considered when planning curriculum and instruction for the focus child.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant professional/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 (25 points) **(DEC 1.2, NAEYC 1d)**
Students will use what they learned about the individual child, knowledge about the developmental period of early childhood, and their understanding of development and learning in cultural contexts to make evidence-based decisions that support the chosen child. They will demonstrate this by developing a written individualized instructional lesson plan for the child within the context of the general education environment and curriculum. Students will use Virginia's Early Learning and Development Standards (ELDS) or Virginia Standards of Learning (SOL) to identify developmentally appropriate learner outcomes. Students will write an instructional lesson plan, using the lesson plan template provided on Bb, that integrates learner outcomes across content areas and is designed to positively influence the child's development and learning.

For specific parts of the template, students 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)
Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:
- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. 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.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an 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 = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = <70
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 enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate 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. See https://cehd.gmu.edu/students/policies-procedures/.

Class Schedule

Date	Topics	Readings and Assignments Due
Week 1 **Mar 13-19** **Sync Class** **3/16** **5:00-7:40pm**	Introductions Syllabus and Assignments Review Online Learning • Online instructional strategies • Technology for curriculum development and student learning Introduction to Inclusive Curriculum and Instruction • Developmentally appropriate practices • Including English learners, children who are gifted and talented, and children with disabilities Theoretical Frameworks Guiding Early Childhood Curriculum for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities Principles of Learning and Knowledge • Pedagogy • Meaningful instruction • Curricula • Methodologies • Materials • Contemporary technologies	DEC/NAEYC Early Childhood Inclusion Joint Statement NAEYC Developmentally Appropriate Practice Position Statement DEC Recommended Practices Read: Kostelnik et al., Introduction chapter Read: Bullard, Chapter 1 Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017) **Due to Bb (3/16): Field Experience Approval Form**

Date	Topics	Readings and Assignments Due
Week 2 **Mar 20-26** **Sync Class 3/13** **5:00-7:40pm**	Child Guidance and Classroom and Behavior Management for Diverse Young Learners • Developmentally appropriate expectations • Safe, orderly, inclusive classrooms • School crisis management and safety plans Child Guidance and Classroom and Behavior Management for Diverse Young Learners • Positive behavior supports and individual interventions • Research-based classroom and behavior management techniques • Classroom and behavior management within the context of development and culture • Positive redirection • Self-discipline and self-regulation Review Instructional Plan Part 1	Read: Kostelnik et al., Chapters 1, 6 Read: Bullard, Chapters 2, 18 Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017) **Due to Bb (3/25): Field Experience Interview**

Date	Topics	Readings and Assignments Due
Week 3 **Mar 27 –** **Apr 2** **Sync Class** **3/30** **5:00-7:40pm**	Classroom Environment • Building positive relationships and classroom community • Supporting social and emotional development Building responsibility in young learners • Organizing space and materials • Physical layout of classroom • Inclusive settings, including English learners, children who are gifted and talented, and children with disabilities Child Development in Instruction • 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 • Content areas (reading and English, mathematics, history and social sciences, science) • Arts • Integration across developmental domains and content areas	Read: Kostelnik et al., Chapters 2, 3 Read: Bullard, Chapters 3, 5 Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017) **Due to Bb (4/1): Instructional Plan Part 1 Learning Theories**

Date	Topics	Readings and Assignments Due
Week 4 **Apr 10-16** **Sync Class** **4/13** **5:00-7:40pm**	Using Standards to Guide Practice for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities • Virginia's Early Learning and Development Standards • Virginia Standards of Learning • Context of National, State, and Local Standards • Preparation for Virginia Standards of Learning assessments Planning and Implementing Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities • Engagement • Student academic progress • Contemporary technologies • Instructional strategies Developing Lesson Plans: Standards and Objectives Meaningful, Intentional Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities • Informal • Play-mediated • Discipline-specific instruction that prepares diverse young learners to meet local and national standards and prepares them for the Virginia Standards of Learning assessments • Integrated across disciplines • Engaging curiosity and problem solving • Universal Design for Learning: Engagement Developing Lesson Plans: Materials and Context	Read: Kostelnik et al., Chapters 4, 7 Read: Bullard, Chapter 4 Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017) **Due to Bb (4/15): Instructional Plan Part 2: Introducing and Considering the Child**

Date	Topics	Readings and Assignments Due
Week 5 **Apr 17-23** **Sync Class** **4/20** **5:00-7:40pm**	Planning and Implementing Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities • Instructional strategies to meet the needs of diverse young learners • Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability) • Differentiated instruction and flexible grouping • Universal Design for Learning: Representation • Overview of the development and implementation of IEPs and service delivery options • Use of tiered instruction and Response to Intervention (RTI) Developing Lesson Plans: Tasks, Methods, Strategies; Accommodations and Modifications 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 • Universal Design for Learning: Action and Expression Role of Families in Education • Strategies for communicating with families • Strategies for increasing family engagement at home and school • Building relationships with young children and families Developing Lesson Plans: Assessment	Read: Kostelnik et al., Chapter 8 Read: Bullard, Chapter 15 Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017) **Due to Bb (4/22): Field Experience Documentation Form**

Date	Topics	Readings and Assignments Due
Week 6 **Apr 24-30** **Sync Class** **4/27** **5:00-7:40pm**	Developmentally Appropriate Curriculum Development and Implementation: Aesthetic and Affective Development • Instructional strategies to meet the needs of diverse young learners, including English learners, children who are gifted and talented, and children with disabilities • Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability), including English learners, children who are gifted and talented, and children with disabilities • Differentiated instruction and flexible grouping for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities Developmentally Appropriate Curriculum Development and Implementation: Cognitive and Language Development • Instructional strategies to meet the needs of diverse young learners, including English learners, children who are gifted and talented, and children with disabilities • Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability), including English learners, children who are gifted and talented, and children with disabilities • Differentiated instruction and flexible grouping for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities	Read: Kostelnik et al., Chapters 11, 15 Read: Bullard, Chapters 7, 8 Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017) **Due to Bb (4/29): Instructional Plan Part 3: Developing a Lesson Plan**

Date	Topics	Readings and Assignments Due
Week 7 **May 1-7** **Sync Class 5/4** **5:00-7:40pm**	Developmentally Appropriate Curriculum Development and Implementation: Physical and Social Emotional Development • Instructional strategies to meet the needs of diverse young learners, including English learners, children who are gifted and talented, and children with disabilities • Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability), including English learners, children who are gifted and talented, and children with disabilities • Differentiated instruction and flexible grouping for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities Curriculum and Instructional Planning, Short- and Long-Term Planning for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities • Integrating domain-specific content across the curriculum • Preparing for the Virginia Standards of Learning assessments Progress monitoring for growth and behavior for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities	Kostelnik et al., Chapter 16 Read: Bullard, Chapters 13, 14 Reading Reflection Log for *Creating Environments for Learning: Birth to Age 8* (Bullard, 2017) **Due to Bb (5/4): Reading Reflection Log** **Due to Bb (5/6): Attendance and Participation Self-Evaluation** **Due to VIA through Bb (5/6): Compiled Instructional Plan Parts 1, 2, and 3**

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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee" and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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

General Scoring Guidelines

3 =   *Highly Proficient:* Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research**.**

2 =   *Proficient:* Well developed, good quality (may include few errors in mechanics and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **This is the TARGET score.**

1 =   *Not Proficient:* Superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research**.**

Instructional Plan			
Part 1: Learning Theories and Instructional Strategies			
	Highly Proficient	**Proficient**	**Not Proficient**
DEC 1.1 Candidates demonstrate an understanding of the impact of different theories and philosophies of early learning and development on assessment, curriculum, intervention, and instruction decisions.	The candidate articulated clearly the connections among assessment, curriculum, intervention, and instruction when providing an explanation of the influence of the theory on assessment, curriculum, and intervention, classroom management and child guidance, and instruction decisions.	The candidate demonstrated an understanding of the impact of a theory of early learning and development on assessment, curriculum, and intervention, and instruction decisions. The description of the theory and the explanation of the influence of the theory on assessment, curriculum, and intervention, classroom management and child guidance, and instruction decisions showed a clear understanding.	The candidate did not demonstrate an understanding of the impact of a theory of early learning and development on assessment, curriculum, and intervention, and instruction decisions. The description of the theory and the explanation of the influence of the theory on assessment, curriculum, and intervention, and instruction decisions did not show a clear understanding.
Part 2: Introducing and Considering the Child			
NAEYC 1b Understand and value each child as an individual with unique developmental variations, experiences,	The candidate connected the background information and the summary of the child's unique developmental	The candidate demonstrated an understanding of the importance of valuing each child as an individual. Both the	Candidate did not demonstrate an understanding of the importance of valuing each child as an individual. It was

strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	variations, experiences, strengths, interests, abilities, challenges to reflect upon appropriate and effective learning environments and curriculum and instructional practices that would engage the child and promote development and learning.	background information and the summary were used to reflect upon strengths, interest, cultural, linguistic, and ability factors that should be considered when planning curriculum and instruction for the focus child.	unclear whether the background information provided and the summary were used to reflect upon effective learning environments and planning curriculum and instruction for the focus child.
NAEYC 1c Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	The candidate described and connected the various contexts of a child's family, culture, language, community, and explained how they impact the early learning settings to counter structural inequities. The candidate discussed how by doing so helped to grasp an understanding about the ways child development and the learning process occur in multiple contexts.	The candidate provided an overview of the school and classroom context and discussed how the information obtained on the child's multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities informs educators' understandings of the children's development and learning.	The candidate did not provide an overview of the school and classroom context. The candidate did not discuss how obtaining knowledge about the children's context informs understanding.
Part 3: Developing a Lesson Plan			
NAEYC 1d Use this multidimensional—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. DEC 1.2 Candidates apply knowledge of normative sequences of early development,	The candidate integrated content knowledge, knowledge about the individual child, the developmental period, and about development and learning to create a thorough individualized instructional lesson plan. The lesson plan integrated the child's cultural, linguistic, and ability diversity, thus, engaging and expanding the student's development and knowledge and preparing the student to meet the standards.	The candidate used knowledge about the individual child, the developmental period, and about development and learning to create a written individualized instructional lesson plan that responded to the child's cultural, linguistic, and ability diversity. Furthermore, the lesson would prepare the child for the Virginia's Early Learning and Development Standards (ELDS) or Virginia Standards of Learning	Candidate did not use knowledge about the individual child, the developmental period, and about development and learning to make evidence-based decisions that supported the child.

individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.		(SOL) by integrating content areas.	

Instructional Lesson Plan
Part 3 Writing a lesson plan

This assignment asks students to use the knowledge they have acquired about how young children learn, the learning trajectories of young children, the needs of each child, and the importance of differentiating instruction. Students will use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, and evidence-based teaching skills and strategies to reflect the universal design for learning principles to support and engage young children.

Lesson Plan Template for ECED 403/503		
Name: **Date:** **School/Context:** **Age/Grade Level:** **Lesson Title:**		
Pre-Planning Information		
Focus Child: In this box, briefly describe the focus child for this assignment and then complete the boxes in the row below.		
Interests/Strengths:	Needs (e.g., ELL, IEP, 504, intervention support, etc.):	Accommodations/Supports:
Lesson Context: In this box, briefly describe the instructional context of the lesson (e.g., instructional unit, content areas, previous instruction). Then complete the boxes in the row below.		
Classroom Context:	Learners: Whole class: Small group: One-on-one:	Professionals/Specialists:
Performance-Based Objectives: Consider what you want students to know and be able to do by the end of this lesson. Identify three academic and/or developmental learning objectives. Use Bloom's Taxonomy and knowledge about the developmental period of early childhood, individual children, and development and learning in cultural contexts to identify the objectives. 1. 2. 3. Rationale: Use evidence-based research to support your choice of objectives and standards.		

Local/State/National Standards: Use an interdisciplinary approach to integrate content areas. In the boxes below, list the relevant standards.			
Language Arts/ Literacy	Mathematics/ Science	Social Studies/Social Emotional	Other (art, movement, social justice standards)

Materials: In the boxes in the row below, provide a list of materials that will support young children's learning of the content and to meet the objectives.		
Art and Paper Supplies (e.g., paint, crayons, markers, glue)	Instructional Materials (e.g., children's literature, maps, manipulatives)	Technologies (e.g., tablets, computers, software)

Assessment: Think about the assessment strategies (formal and informal, formative and summative) you will use to measure what students know and whether they are meeting/have met the chosen objectives. In the boxes in the row below, provide a description of the assessment processes.

Pre-Assessment	On-Going Assessment	Post Assessment

Rationale: Use evidence-based research to discuss how assessments are conducted to make informed choices about instruction.

Planned Instructional Strategies

In the rows below, provide step-by-step descriptions of the developmentally and individually appropriate strategies and tools to be used to facilitate learning. The reader should be able to teach the lesson from this plan.

Anticipatory Set/UDL Engagement: How will you activate prior knowledge and engage students in the process?
1.
2.
3.

Direct Instruction/UDL Representation: How will you engage students in ways that will reach all learners?
1.
2.
3.
4.
5.

Guided Practice/UDL Action and Expression: How will you offer purposeful guided options for students to show what they learned?
1.

2. 3.
Independent Practice/UDL Engagement: How will you offer purposeful independent options for students to show what they learned? 1. 2. 3.
Closure/UDL Action and Expression: How will you assess whether students have met the objectives in engaging ways that allow for multiple means of action and expression? 1. 2. 3.
References (Use APA)