

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

ECED 601.002 Frameworks for Early Childhood Education
3 Credits, Spring 2023, Hybrid
3/20/2023-5/7/2023, Wednesdays/ 5:30pm-8:10pm
Thompson Hall L019, Fairfax Campus

Faculty

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Prerequisites/Corequisites

Must be taken with or after final course of program.

University Catalog Course Description

Analyzes foundational frameworks for developing perspectives for working with culturally, linguistically, and ability diverse young learners, birth to age 8, and their families. Examines foundational work from fields of early childhood education, early childhood special education, multicultural education, and second language acquisition. Notes: Must be taken as final course or with final courses of the program.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture/discussion format and Blackboard (Bb).

Learner Outcomes or Objectives

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

1. Demonstrate knowledge of key foundational theory and research related to working with culturally, linguistically, and ability diverse young learners, birth through age eight and their families.
2. Demonstrate a willingness and ability to engage in critically reflective practice.
3. Demonstrate the ability to analyze the readings, personal experiences and learning activities from a socio-cultural and social justice perspective, from the perspectives of the separate disciplines of early childhood education, early childhood special education, bilingual education, and multicultural education, as well as from a unified perspective.
4. Demonstrate the ability to link theory, research, and practice to dilemmas that occur in providing services to diverse young learners and their families, including those related to democracy and social justice.
5. Demonstrate the ability to lead integrative seminar discussions using theoretical and research readings.

6. Demonstrate the ability to assess seminar participants' prior knowledge and to utilize adult learning principles in seminar leadership.
7. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy- bringing together research, theory, and critical analysis of current issues.

Professional Standards

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 PreK-3 Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178
- Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children*. Upper Saddle River, NY: Allyn & Bacon/Pearson. ISBN: 9780137064700
- Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). Boston, MA: Pearson. ISBN: 9780137028733

Required Articles (available on Blackboard under Course Materials)

- Council for Exceptional Children (CEC). (2011). *Special education professional practice standards*. Arlington, VA: CEC.
- Diamond, K., Justice, L., Siegler, R., & Snyder, P. (2013). *Synthesis of IES research on early intervention and early childhood education*. U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research.
- DEC. (2017). *Position Statement on Challenging Behavior*. <https://www.decdocs.org/position-statement-challenging-beha>
- DEC. (2015). Leadership in Early Intervention and Early Childhood Special Education. <https://www.decdocs.org/position-statement-leadership>
- DEC. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. <https://www.decdocs.org/position-statement-promoting-positi>
- DEC. (2009 a). *Code of ethics*. Missoula, MT: DEC.
- DEC. (2009 b). *Concept paper: Developmental delay as an eligibility category*. Missoula, MT: DEC.
- DEC. (2010). *Position paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Missoula, MT: DEC.
- DEC, NAEYC, & National Head Start Association (NHSA). (2013). *Frameworks for response to*

- intervention in early childhood: Description and implications.*
- DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood and the National Association for the Education of Young Children.* Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Fitzgerald, M. M., & Theilheimer, R. (2012). Moving toward teamwork through professional development activities. *Early Childhood Education Journal, 41*, 103-113.
<https://doi.org/10.1007/s10643-012-0515-z>
- Harte, H. A. (2011). E-Professionalism for early care and education providers. *Dimensions of Early Childhood, 39*, 3-9.
- LaRocco, D. J., & Bruns, D. A. (2013). It's not the "what," it's the "how": Four key behaviors for authentic leadership in early intervention. *Young Exceptional Children, 16*, 33-44.
<https://doi.org/10.1177/1096250612473129>
- National Association for the Education of Young Children (NAEYC). (1995). *Position statement: Responding to linguistic and cultural diversity recommendations for effective early childhood education.* Washington, DC: NAEYC.
- NAEYC. (2009a). *Position statement: Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, DC: NAEYC.
- NAEYC. (2009b). *Position statement: NAEYC standards for early childhood professional preparation.* Washington, DC: NAEYC.
- NAEYC. (2009c). *Where we stand: on responding to linguistic and cultural diversity.* Washington, DC: NAEYC.
- NAEYC & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2003). *Joint position statement: Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8.* Washington, DC: NAEYC.
- National Board for Professional Teaching Standards (NBPTS). (2012). *Early childhood generalist standards: For teachers of students ages 3-8 (3rd ed.).* Arlington, VA: NBPTS.
- Ponciano, L., & Shabazian, A. (2012). Interculturalism: Addressing diversity in early childhood. *Dimensions of Early Childhood, 40*, 23-29.
- Preskill, H., Jones, N., & Tengue, A. (2013). *Markers that matter: Success indicators in early learning and education.* FSG.
- LaRocco, D. J., & Sopko, K. M. (2017). Your H.E.R.O.: Thriving as an Early Intervention/Early Childhood Special Education Professional. *Young Exceptional Children, 20*(4), 179–190. <https://doi.org/10.1177/1096250615621360>
- Sugarman, N. A. (2011). Putting yourself in action: Individual professional development plans. *Young Children, 66*, 27-33.
- Teachers of English to Speakers of Other Languages (TESOL). (2009). *Position statement on teaching English as a foreign or additional language to young learners.* Alexandria, VA: TESOL.
- TESOL. (2010). *Position paper on language and literacy development for young English language learners (ages 3-8).* Alexandria, VA: TESOL.
- Virginia Department of Education (2018). *Virginia Guidelines for Early Childhood Inclusion.* Richmond, VA: VDOE. <http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf>

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 • Self-Evaluation	May 7	25
Self-Assessment		
• Self-Assessment for Chapter 3	April 5	4
• Self-Assessment for Chapter 4	April 12	4
Career Trajectory and Professional Development Plan	April 5	15
Leadership Seminar		25
• Proposed materials	<i>Submit one week before seminar to Dr. Arora via email</i>	
• Posted materials	<i>Post in Discussion Board by Sunday before your week begins</i>	
• Seminar Facilitation	<i>See schedule/ ongoing</i>	
ECE Program Feedback	May 7	2
Guiding Principles Narrative	May 3	25
TOTAL		100

- **Assignments and/or Examinations**

Self-Assessment (8 points)

Students will complete a self-assessment of their knowledge and skills and their professional behavior. They will use their assessment to reflect critically on their (a) readiness to enter or continue in the ECE profession and (b) professional behavior. Students will respond to the open-ended questions.

Chapter 3 Knowledge and Skills Self-Assessment (4 points)

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

Chapter 4 Professional Behavior Self-Assessment (4 points)

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

Career Trajectory and Professional Development Plan (15 points)

Students will reflect on their career trajectory (past, present, and future) and discuss their plan for continuing to develop professionally after they graduate from the master's program. Students

will use a combination of *narrative and graphics* (tables, symbols, pictures, timelines, etc.) to convey their thoughts. The paper will include three sections:

Deciding to Pursue a Master of Education Degree

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

Pursuing a Master of Education Degree

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

Future Trajectory and Professional Development Plan

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

Leadership Seminar (25 points)

This assignment is designed to support the development of students' professional leadership and collaboration skills as well as promote discussion of topics in early childhood education, early childhood special education, bilingual education, and multicultural education. Students will work with a small group of peers on this assignment. Students are expected to use adult learning principles to plan and facilitate a leadership seminar that includes a multi-media presentation on one of the Division for Early Childhood Recommended Practice Strands (e.g., environment, interaction, family, instruction). Small groups and practice strands will be selected based on availability using a sign-up sheet at the beginning of the semester. Students will use tools such as those on Blackboard (e.g., meet via Collaborate and then record via Kaltura) to work with their group to develop a presentation on the DEC Recommended Practice Strand selected. The seminar should also stimulate knowledge development and critical reflection through the use of music, film, personal stories, interviews, newspaper clippings, photos, art, and/or any other relevant material or resources. Students must be cognizant of any copyright issues that may arise in the use of these materials and credit materials as appropriate. The leadership seminar will enhance classmates' understanding of the recommended practice strand through a multimedia presentation that includes the following:

- Practices within the strand.
- Description of why these practices are important for all children and families by citing relevant literature.
- Examples of how these practices are or can be used in diverse early childhood environments.
- An effective strategy to promote co-educators' (paraprofessionals, other teachers') understanding and implementation of these practices.
- Reputable resources related to the strand (e.g., ECTA Center Checklists, DEC resources).
- Two readings related to the practice strand from peer-reviewed journals (Young Exceptional Children, Teaching Exceptional Children, and Young Children are suggested).

- An activity for your peers to complete that will allow them to reflect on the information you presented within the seminar (e.g., discussion questions, resource identification, reflection).

Seminar Preparation and Facilitation Steps

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

- **Step One (submit proposed materials):** Work with your group to create a draft outline. One group member should share the outline with the instructor electronically by the Monday prior to seminar by e-mail. The outline should include all seven of the elements listed above.
- All group members should be prepared to help address edits and suggested changes from professor. All materials used in presentation must be viewed and approved by professor prior to their use.
- **Step Two (post materials):** One person from the group should post (a) the two readings, (b) multimedia presentation including all seven of the elements listed above, and (c) all materials needed for peers to complete the activity (e.g., links to visit, template to complete an activity) on the discussion board the Sunday before the week of the seminar.
- **Step Three (assume a leadership role in the seminar preparation and presentation):** Leadership will be demonstrated by the students' ability to function as experts with reference to the topic and on their ability to support, monitor, and evaluate classmates' learning. It is their job to ensure that all classmates have participation opportunities. All members of group should assume a leadership position during the seminar (e.g., respond to peer activities, facilitate dialogue, provide feedback on activities, and document peer participation).

Statement of Guiding Principles for Early Childhood Education (25 points)

Students will write a statement that discusses the principles that guide or will guide their practice with culturally, linguistically, and ability diverse young children and their families. They will develop approximately six guiding principles to discuss. The statement will include an introduction that provides an overview of the guiding principles. This will *also* include a **graphic representation** that illustrates the guiding principles.

The body of the statement will provide a discussion of each of the principles. It will *conclude* with a *summary* of the principles discussed. Students are expected to use citations to reference the texts in this class and those used throughout the program that influenced their thinking. The statement of guiding principles will be 14 to 16 double-spaced pages.

For each principle, students will do the following:

- discuss the program experiences, coursework, and/or internships that influenced the development of the principle and the related practices;
- examine and *analyze critically* the themes and connections they made with texts, ideas, theories, and experiences;
- explain how and why these themes and connections *were significant* to them and the development of the specific guiding principles; and

- use *specific examples/stories* to illustrate their points, including examples from their field experiences and the dilemmas they faced.

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

Program Feedback (2 points)

Students will write a single-spaced, one- to two-page critique of the early childhood education program. Students will discuss the components of the Mason program they found helpful and would suggest as experiences for other students in their specialty area as well as ways to enhance the program.

- **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 and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. 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 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	Assignments & Readings Due
<p>Week 1 Mar 22</p>	<p>A Leader in Early Childhood Education for Diverse Young Children</p>	<p>Feeney Chapter 1 Wink Chapter 1</p> <p>Virginia Guidelines for Early Childhood Inclusion (2018). http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf DEC/NAEYC. (2009). <i>Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i>. Chapel Hill: The University of North Carolina, FPG Child Development Institute: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf</p>
<p>Week 2 Mar 29</p>	<p>Leadership Seminar</p>	<p>Feeney Chapter 2 Wink Chapter 2</p> <p>NAEYC. (2009). <i>Where we stand: on responding to linguistic and cultural diversity</i>. Washington, DC: NAEYC. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf</p>
<p>Week 3 Apr 5</p>	<p>Leadership Seminar</p>	<p>Feeney Chapter 3 Wink Chapter 3</p> <p>DEC. (2017). Position Statement on Challenging Behavior. https://www.decdocs.org/position-statement-challenging-beha</p> <p>Leadership reading and activity (see DB)</p> <p>Due to Bb by 4/5: Self-Assessment for Chapter 3 (pp. 110-115)</p> <p>Due to Bb by 4/5: Career Trajectory & Professional Development Plan Due (include graphic representation)</p>
<p>Week 4</p>	<p>Leadership Seminar</p>	<p>Feeney Chapter 4</p>

Date	Topics	Assignments & Readings Due
Apr 12		<p>Wink Chapter 4</p> <p>DEC. (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation. https://www.decdocs.org/position-statement-promoting-positi</p> <p>Leadership reading and activity (see DB)</p> <p>Due to Bb by 4/12: Self-Assessment for Chapter 4 (pp. 115-119)</p>
<p>Week 5 Apr 19</p>	Leadership Seminar	<p>Feeney Chapter 5 Wink Chapter 5</p> <p>DEC. (2015). Leadership in Early Intervention and Early Childhood Special Education. https://www.decdocs.org/position-statement-leadership</p> <p>Leadership reading and activity (see DB)</p>
<p>Week 6 Apr 26</p>	Leadership Seminar	<p>Feeney Chapter 6</p> <p>LaRocco, D. J., & Sopko, K. M. (2017). Your H.E.R.O.: Thriving as an Early Intervention/Early Childhood Special Education Professional. <i>Young Exceptional Children</i>, 20(4), 179-190. https://doi.org/10.1177/1096250615621360</p> <p>Leadership reading and activity (see DB)</p>
<p>Week 7 May 3</p>	Leadership Seminar	<p>Leadership reading and activity (see DB)</p> <p>Ponciano, L., & Shabazian, A. (2012). Interculturalism: Addressing diversity in early childhood. <i>Dimensions of Early Childhood</i>, 40, 23-29.</p> <p>DEC. (2010). <i>Position paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice</i>. Missoula, MT: DEC.</p> <p>Due to Bb by 5/3: Guiding Principles Statement</p>
	Leadership Seminar	Leadership reading and activity (see DB)

Date	Topics	Assignments & Readings Due
		<p>Due to Bb by 5/7: Attendance and Participation Self-Evaluation</p> <p>Due to Bb by 5/7: ECE Program Feedback</p>

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 <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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>.