ECED 601 Frameworks for Early Childhood Education (3:3:0)
Spring 2012
Tuesday, 4:30- 10:00
Prince William Campus, Occoquan Hall 204

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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 and bilingual education.

Prerequisite: Must be taken with or after final course of program.

Note: Must be taken as final course or with final courses of the program.

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation/facilitation, small-group discussions, student presentations and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

This course is the final course for the cohort of teaching fellows supported by the federally funded OSEP grant, Special Educators Entering a Diverse Society (SEEDS). It is offered in conjunction with the course on policy perspectives for diverse young learners that will be meeting on Thursday evenings from 4:30 to 10:00 p.m., also in Occoquan 204.

Learner Outcomes

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

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Readings

Posted on Blackboard

Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher (The getting of wisdom & Storming the Citadel).* San Francisco: Jossey-Bass. Retrieved from http://stephenbrookfield.com/Dr._Stephen_D._Brookfield/Articles.html **(Section available on Blackboard)**

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse. **(Section available on Blackboard)**

Florio-Ruane, S. (2001). *Teacher education and the cultural imagination: Autobiography, conversations, and narrative*. Mahwah, NJ: Lawrence Erlbaum**. (Chapter available on Blackboard)**

Textbooks provided by SEEDS grant

Dewey, J. (1938). *Experience and education*. New York: Touchstone.

Freire, P. (2000). *Pedagogy of the oppressed* (Sub ed.). New York: Continuum.

Harry, B. & Klinger, J. (2006). *Why are so many minority students in special education: Understanding race and disability*. New York: Teachers College.

Howard, G.R. (2006). *We can't teach what we don't know.* New York: Teachers College.

Olivos, E.M. (2007). *The power of parents: A critical perspective of bicultural parent involvement.* New York: Peter Lang.

Recommended Texts

This course requires the development of a statement of guiding principles, This I Believe. Thus, it is recommended that students make use of all of the texts that have been used in their prior semesters of coursework. In addition, the following texts might serve as useful reading resources for the guiding principles paper and to assist students in preparing for seminar leadership.

Banks, J. A. (2005). *Cultural diversity and education: Foundations, curriculum, and Teaching* (5th ed.). Boston: Allyn and Bacon.

Baker, C., & Hornberger, N. H. (2001). *An introductory reader to the writings of Jim Cummins.* New York: Multilingual Matters, LTD.

Brookfield, S. (2004). *The power of critical theory. Liberating adult learning and teaching.* Jossey-Bass.

Dahlberg, G., & Moss, P. (1999). *Beyond quality in Early Childhood Education*. Philadelphia: Falmer.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

Gallagher, D., Heshustus, R., Iano, R. P., & Skrtic, T. M. (2004). *Challenging orthodoxy in special education: Dissenting voices.* Denver, CO: Love Publishing.

Garcia, E.E., & Frede, E.C. (2010). *Young English language learners: Current research and emerging directions for policy and practice.* New York: Teacher's College Press.

Genishi, C. & A. Lin Goodwin (Eds.) (2007). Diversities in Early Childhood Education: Rethinking and Doing (Changing Images of Early Childhood Series). Routledge.

Goldstein, T. (2000). I'm not White: Anti-racist teacher education for White early childhood educators. *Contemporary Issues in Early Education, 2, (1*), 3-13. Retrieved from http://www.wwwords.co.uk/ciec/content/pdfs/2/issue2_1.asp#1

Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* New York: Routledge.

Kincheloe, J. L., & Steinberg, S. R. (1998). *Unauthorized methods: Strategies for critical teaching*. New York: Routledge.

Kohn, A. (2011). *Feel bad education and other contrarian essays on children and schooling.*Boston: Beacon Press.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America.* New York: Crown Publishers.

Lewis-Charp, H. (2003). Breaking the silence: White students' perspectives on race in multiracial schools. *Phi Delta Kappan*, 85(4), 279-285.

McIntosh, P. (1997). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 49, 10-12. Retrieved from http://www.nymbp.org/reference/WhitePrivilege.pdf

Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed). New York: Teachers College.

Oakes, J., & Lipton, M. (1999). *Teaching to change the world*. New York: McGraw Hill.

Ong-Dean, C.M, (2009). Distinguishing disability: Parents, privilege, and special education. University of Chicago Press.

Polite L., & Baird Saenger, E. B. (2003). A pernicious silence: Confronting race in the elementary classroom. *Phi Delta Kappan*, 85(4), 274-278.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago.

Van Ausdale, D., & Feagin, J. R. (2001). *The first R: How children learn race and racism.* Lanham: Rowman & Littlefield.

Wink, J. (2004). *Critical Pedagogy: Notes from the real world* (3rd ed). New York: Addison Wesley Longman.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must

follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

In this class, you will have the opportunity to live this core value through working with classmates to plan and lead a course session in which each of you take equal responsibility and work supportively of each other and of participating classmates.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

In this class, each of you will be expected to demonstrate ethical leadership as you take on your roles as session leaders. This will involve your considering the moral, ethical and leadership dimensions of the texts you are exploring, as well as your using ethical leadership strategies in providing support to your peers in the course of exploring texts together.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

In this class, each of you will have the opportunity to demonstrate your use of innovative practices in the ways in which you integrate adult learning principles and critical pedagogy into your session leadership, as you aid your classmates in making meaning of core texts.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

In this class, each of you will be expected to make connections from core philosophical and foundational readings to the evidence-based practices you have been learning and using throughout the program. As you develop your guiding principles, you will link these.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

In this class, each of you will be exploring the link between your personal autobiography and your professional identity, as mediated by your learning experiences in this program and the socio-cultural and socio-historical factors that affect early care and education today. Social justice is one of the key lenses you will apply to analyzing your trajectory and clarifying your professional identity. You will be asked to consider issues of equity, of privilege, of access and how these play out for children and families in today's service delivery system, particularly for children from culturally and linguistically diverse communities and for those who have disabilities.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

   Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with

an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor prior to the due date, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else' s work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

NOTE: This is especially critical in this class, because the instructor has intentionally included texts that contain controversial elements. It is expected that you will honestly respond to these and respectfully listen to the opinions of others, engaging in critical dialogue to come to new understandings. Each class member brings a different history that has affected his or her educational experiences and worldview. We will all be enriched when each of you engages honestly and with integrity in open and meaningful conversation that acknowledges these varied "realities".

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95 – 100   A- = 90 – 94   B+ = 87 – 89   B = 83 – 86
B- = 80 – 82   C = 70 – 79   F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	**Ongoing**	15
Professional Development Leadership Model	**Ongoing**	34
Autobiographical Connection Journal on Blackboard	**Weekly as indicated on schedule**	21
Statement of Guiding Principles for Teaching and Learning	July 24	30
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-

academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather or any other factors, call 703-993-1000 or go to www.gmu.edu.

Seminar Leadership (34 points)

This assignment is designed to support the development of students' professional leadership skills. Students are expected to use adult learning principles and critical reflection strategies to plan and lead a seminar and a reflective practice workshop with a focus on one of the course texts.

(A) As leadership teams, students will be responsible for leading a three-hour seminar session on one of the class texts. The task of leadership is to scaffold and support classmates' understanding of the key issues raised by the author, **including at least two activities that enable participants to dialogue with each other about the book's key ideas**, particularly as they relate to social justice issues faced by culturally, linguistically, and ability diverse young children and their families, including those living in poverty. The leadership plan should **model** the author's ideas and embody the perspective of the text, involve classmates in a stimulating and thought provoking learning process, include multiple and varied learning opportunities, **including at least one hands-on activity**. Leadership will give classmates the opportunity to dialogue and critically reflect about the book's key ideas, issues of social justice, and their own assumptions, values, and views. It will also allow participants to address questions, concerns/challenges and to consider what would help them to implement the authors' ideas in their personal life or in their professional work with diverse communities, including those living in poverty. It is important that leadership groups stay focused on the text and its contribution to the field. Participants should feel as if they have been to an intimate book club meeting where they could really dig deeply into the text they have experienced. **Exclusive use of lecture and power point to "teach" the text is not appropriate for any of the texts.** It is appropriate to provide background information about the author that helps the class better understand the role of autobiography and socio-cultural/socio-historical context in shaping this author.

(B) As a part of their seminar leadership, **students will create a multimedia product** based on the critical analysis of the author's views and the social justice issues impacting culturally, linguistically, and ability diverse young children and their families, especially those living in poverty. The creative product should stimulate critical reflection and dialogue through the creative use of music, film, personal stories, interviews, newspaper clippings, photos, art, and any other relevant material or resources. It is expected that an e-file of the multimedia representation will be posted on Blackboard. For the in-class presentation, students will lead the discussion centered on the multimedia experience. The plan should reflect strategies recommended by Brookfield to support critical reflection among their peers. The seminar leadership plan submitted to the instructor should incorporate the plan for using the multimedia resource to engage the class and elicit reflection.

Each member of the seminar group is responsible for assuming a leadership role. Leadership will be demonstrated by students' ability to function as experts with reference to the readings and on their ability to support, monitor, and evaluate participants' learning. It is their job to ensure that all class members have participation opportunities. The reading should be the focus of the day, and all class members should have the opportunity to demonstrate their understandings of the reading.

At least a week prior to your seminar, student team will do the following:
1. Electronically submit a detailed plan outlining the key points to be addressed and proposed activities to the course instructor. This plan should also outline in detail the type of multimedia, where/how the multimedia will be accessed for the presentation, and how it will be presented;
2. Finalize their plans after receiving course instructors' feedback;
3. Prepare their classmates for any assignments or roles they expect them to take during the presentation; and
4. Plan to meet with course instructor to discuss topic – refer to course calendar for dates and times.

On or before the Sunday before the seminar, the leadership will do the following:
1. Provide the instructor with a detailed plan and all handouts to be used;
2. Provide two guiding reflection questions to classmates by Sunday at 5 PM at the latest; and
3. Post multimedia presentation on Blackboard.

On the day of the seminar, the leadership will do the following:

1. Provide peers with an evaluation form to provide feedback on the session. The evaluation form should include evaluation of the multimedia product and its power to promote critical reflection;
2. Bring agenda and handouts and any relevant materials to support class activities;
3. Ensure that discussions also include the multimedia experience; and
4. Be prepared to stay after class to debrief with course instructor.

No later than a week after the seminar, members of the leadership team will be responsible for the following:
1. One group member will post on Blackboard a copy of seminar agenda, relevant files, list of resources, handouts, and analysis of feedback. This should be posted in the appropriate seminar leader drop box; and
2. Each individual group member will post a short critically reflective piece on the process, including challenges experienced. Please make note of the rubric to be sure you have included all required elements. Analyze your leadership based on the description of the role of a seminar leader as described above in the Seminar Leadership assignment. This reflection is not to be shared; it is to be posted in the individual reflection drop box on blackboard.

Blackboard Journal: Connecting professional identity, personal story, and key readings (21 points: 3 points each for each of seven entries)

This assignment is designed to stimulate students' thinking about how the texts relate to who they are and how their life histories and the readings impact their emerging guiding principles about working with CLAD children and their families. Students will post their entries on their personal Blackboard journal. Students will complete entries on a weekly basis, as noted on the course schedule.

In their weekly postings, students will critically reflect on their life experiences through the lens of the assigned foundational works. They are expected to use examples from their early experiences, as well as dilemmas from their work with diverse children to reflect on how their perceptions and assumptions influence their actions and behaviors towards culturally, linguistically and ability diverse young children and their families. As they reflect on the ideas/themes presented by the author, they will ask themselves why they have such feelings, views, reactions, etc. They will explore the basis of what comes up for them and of the assumptions they hold and examine the experiences that helped form the

views. Using the message and key points of the assigned readings, they will explore alternative ways of thinking and behaving. While this is not a formal paper, it is expected that students will make explicit links to the texts they are reading (with appropriate citations), as well as to class discussions.

Each journal submission need not be any more than two pages, with an additional reference page to include specific reference to the pages read for this submission. Please organize the reading response with the following headings: 1)Synthesis of key points from the readings; 2)how the readings relate to prior experience, professional perspective, cultural view; 3)how the readings may connect to emerging guiding principles; 4)issues and concerns that came up while reading the text or from class discussion.

Note: We will not devote a class session to the Howard text. Rather, you are to read it throughout the semester as noted in the calendar. You should include your reflections on that text as indicated on the weekly assignments. There are guiding questions for each chapter of the Howard text in the back of that text. I encourage you to incorporate in your reflections your particular connection, as White, Latina, African American, or Asian teachers (or using Howard's term, teachers of color).

Statement of Guiding Principles for Teaching and Learning (30 points)

It is in this assignment that students link their personal histories, their teaching experiences, their prior coursework, and their readings and experiences in this class to their emerging professional identities. This assignment has four components.

1) This I Believe (12 points)

Students will develop a This I Believe submission that will succinctly articulate the principles that will guide them as teachers. This portion of the assignment will be uploaded to Blackboard as a part of the final assignment and will also be submitted to the National Public Radio This I Believe website. Students will follow the guidelines on the website for this submission, including word length limits. http://thisibelieve.org/submission/#_EssayForm=first

2) Rationale (6 points)

This portion of the narrative will provide a rationale for the This I Believe piece. It should include an autobiographical connection – who were you as a learner when you entered the program. How did prior experiences influence perspectives before the program and during it. Because the key to good reflection and self-reflection is critical analysis, students will strive to ask the question "why?" They will ask "why did this touch me? What in my own previous experiences influenced how I thought about this? What assumptions did I have about working with children and families? How were those assumptions challenged, changed or reinforced? What helped or did not help me to see things from another perspective? What is still hard for me? What do I still wonder about?"

Another part of the rationale should address how program experiences have informed what students believe. This might include field experiences and internships as well as significant class experiences, including, but not limited to the Frameworks course.

3) Brief Statement of Guiding Principles (6 points)

Consistent with the This I Believe submission, students will provide a statement of their guiding principles with a brief explanation of each.

4) Annotated Bibliography (6 points)

Students will submit an annotated bibliography of the readings that have most informed their guiding principles and their emerging professional identities as early educators of young children with

disabilities from diverse cultural and linguistic communities. Each reference listing should be accompanied by a one-paragraph explanation of the significance of this particular work for the student. If the student is referring to an edited text, the reference must be to the specific chapter that has been most informative.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
June 5	*Discussion of course syllabus *Overview of class texts *Guest speaker – Mark Ginsberg, Dean, College of Education and Human Development *Selection of seminar leadership teams *Discussion of Brookfield Articles- Critical Thinking Principles *Discussion of Cowhey Article -Autobiography and ECE Practices *Discussions of Florio-Ruane article - Self Understanding; Defining the critically reflective practitioner; Critical Reflection and ECE	**In Class Reading:** Brookfield; Cowhey; Florio-Ruane. Course syllabus posted on Blackboard **Participation:** Whole class discussion
June 8		**Assignment Due:** Blackboard Journal 1, based on first class, beginning Dewey, Introduction and Chapter 1 of Howard.
June 12 No face-to-face	Dewey and Freire leadership group meetings with instructor	**Read:** Continue Dewey; Chapters 2&3, Howard. **Participation:** Dewey leadership meeting with instructor, 4:30. Freire leadership meeting with instructor, 7:10
June 15		**Assignment Due:** Blackboard Journal 2, based on continued reading of Dewey and Chapters 2 and 3 of Howard.
June 17		**Assignment Due:** Dewey leadership group send final agenda and handouts to instructor; post the guiding questions for whole class; post multi-media.
June 19 Face-face-class	**Seminar leadership on Dewey text:** Foundations in progressive education Dewey and ECE Critical Reflection on Dewey's views Mulitmedia session on Dewey & Issues and practices impacting CLAD young children and families.	**Reading:** Finish Dewey, *Experience and Education;* Begin Freire. **Participation:** Whole Class Discussions; Student leadership group on Dewey text debrief with instructor; student leadership group on Freire check-in with instructor.
June 22		**Assignment:** Blackboard Journal 3 based on remainder of Dewey, class session interactions, Howard, chapter 4, and beginning Freire.
June 24		**Assignent Due:** Freire leadership group send final agenda and handouts to instructor; post the guiding questions

		for whole class; post multi-media.
June 26 Face-to-face class; Freire seminar	**Seminar leadership on Freire text:** Socio-Political Context of Education; critical pedagogy. Freire and Implications for ECE Critical Reflection on Freire's Views Multimedia Session on Freire & Issues and practices impacting CLAD children and families. Debrief with Freire group.	**Finish Reading:** Freire, Pedagogy of the Oppressed **Participation:** Student leadership on Freire text with whole group participation **Written Due**: Leadership group on Dewey text submit individual seminar leadership reflection
June 29		**Assignment:** Blackboard Journal 4 based on Freire, class session interactions, and Howard, chapter 5.
July 3 No face-to-face; in person meeting with Harry and Olivos seminar leadership groups.		**Begin Reading:** Olivos, *The power of parents*. **Participation:** Student leadership on Harry and Olivos texts meet with instructor – 4:30; 7:10 **Written Due**: Leadership group on Freire text submit individual seminar leadership reflection
July 6		**Assignment:** Blackboard Journal 5 based on first half of Olivos and Howard, chapter 6.
July 8		**Assignent Due:** Olivos leadership group send final agenda and handouts to instructor; post the guiding questions for whole class; post multi-media.
July 10 Face-to-face class; Olivos seminar	**Seminar leadership on Olivos text:** Race, language, and culture in education – critical perspectives on "family involvement." Critical Reflections on Olivos's views. Multimedia Session on Olivos & Issues and practices impacting CLAD young children and families. Guest Speaker: Shelley Wong, Ph.D., Multilingual and Multicultural Education. Instructor check-in with Harry group; debrief with Olivos group	**Finish Reading**: Olivos **Leaders:** Olivos Leadership Team **Participation:** Student leadership on Olivos text with whole group participation
July 13		**Assignment:** Blackboard Journal 6 based on remainder of Olivos, beginning of Harry, and Howard, chapter 7; reflect also on course session on Olivos.
July 15		**Assignent Due:** Harry leadership group send final agenda and handouts to instructor; post the guiding questions

		for whole class; post multi-media.
July 17 Face-to-face; Harry/Klingner seminar	**Seminar leadership on Harry/Klingner text:** Deconstructing Special Education Overrepresentation in Special Education Implications for CLAD Young Children Critical Reflection on Harry & Klinger Multimedia Session on Harry & Klinger & Issues and Practices Impacting CLAD young children & Families Instructor debrief with Harry group	**Finish Reading:** Harry **Participation:** Student leadership on Harry text meet with instructor **Written Due**: Leadership group on Olivos text submit individual seminar leadership reflection
July 20		**Assignment due:** Blackboard journal, Harry and Howard, chapter 8; reflection on Harry class session.
July 24 No Face-to- Face Final Due		**Written Due:** Leadership group on Harry text submit individual seminar leadership reflections Everyone submit final assignment.

Check List for Seminar Presentations

1. Guiding Reflection questions for the class to use while finishing the book and preparing for class. Submitted to class by 5:00 the Sunday before the week to present.
2. Very detailed Agenda (for group and for the instructor) —this must include a clear list of ALL handouts. Who will be leading what? Who will be taking notes during certain times in the presentation etc.? What are the key objectives? What will be the major activities? How will you use the time? Due to instructor Sunday prior to class session.
3. Student Agenda
4. Handout about Author
5. Handout to support in-class presentation – might include powerpoint, questions, activities, weblinks etc.
6. Evaluation Handout – design a format that will give you meaningful information from the group about your presentation and that will support your critical reflection. Be prepared to discuss these in the debriefing and to integrate them into your individual reflections.
7. Multimedia pieces/links
8. The sooner the group shares the above drafts the better. All FINALS of each element MUST be sent to instructor by 5:00 the Sunday before the group presents.

Seminar Presentation Checklist

Group Evaluation (To be attached to report)

Date:__   Names:

Topic/Book:

Evaluation Criteria	Points /Comments
Preparation: (5 points) • Read book and meet with Team • Reflect and discuss all of the author's ideas with Team • Through dialogue with Team members identify the main ideas to be highlighted in seminar • Together as a Team, draft agenda outline • Identify and list key ideas & objectives in agenda • Submit agenda to instructor for feedback	
Supporting Materials & Activities (5 points) • Provide detailed agenda in class • Present key ideas related to readings • Identify clear presentation objectives • Distribute and collect evaluation/feedback form	
Quality of In-class Discussion and Activities (15 points) • Create multiple and varied learning opportunities that embody or model author's perspective • Encourage student questions/dilemmas/challenges • Enable students to relate reading to social justice issues and educational practices • Explore factors affecting CLAD children and families especially those living in poverty • Involve all students in varied group formats • Create multiple and varied multimedia opportunities to stimulate application and critical reflection of author's ideas • Respect diverse views • Be creative • Make links to practices, current issues, readings, and Guiding Principles assignment • Include at least two active learning opportunities • Use a variety of teaching techniques including visuals and multi-media resources • Scaffold & support deep understanding of author's message • Encourage critical reflection	
Individual Process Reflection (9 points) • Analyze & discuss feedback from students • Reflect on group dynamics & process • Reflect on readings & own role • Depth & comprehensiveness of reflection	
Total---34 possible points	

Comments:

Guiding Principles Evaluation Rubric

Name:

This I Believe 9 Points	Comments/Points
• Followed guidelines on This I Believe website. Met word limits. • Specific examples and stories used to illustrate points • Ideas are presented succinctly but provide a clear representation of larger guiding principles.	
Rationale and Autobiographical Connection 9Points	
• Provides a clear rationale for the This I Believe piece. • Includes an autobiographical connection – who were you as a learner when you entered the program. • Discusses how prior experiences influenced perspectives before the program and during it. • Discusses how program experiences have informed what students believe. This might include field experiences and internships as well as significant class experiences • Makes specific reference to role of Frameworks class in informing practice.	
Guiding Principles 6 Points • Clearly identified guiding principles (minimum of six) • Annotation provides clear explanation of role of personal experience, learning experiences, and readings in informing this principle.	
Annotated Bibliography 6 points • Includes at least 10 references • Citations follow APA format • Annotations provide clear rationale for significance of this reference to own learning and professional identity development	
Total Possible **30 Points**	

Comments: