ECED 601.DL2 & 600 Frameworks for Early Childhood Education (3:3:0)
Spring 2015
Thursdays, 5:30-8:10pm
In person dates: 3/19, 3/26, 4/2, 4/9, 4/16, 4/23, 4/30
Arlington Founders Hall 466

Instructor: Ilham A Nasser
Email address: inasser@gmu.edu
Phone: 703-993-4916
Office hours: Before or after class and by appointment only

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.

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.

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://oai.gmu.edu/the-mason-honor-code/].
- 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/policies/responsible-use-of-computing/].
- 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/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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

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.

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.

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.

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.

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.

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

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 and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe 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 and live online 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. 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. 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, 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.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

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.

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, call 703-993-1000 or go to www.gmu.edu.

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 Texts

Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children.* Upper Saddle River, NY: Allyn & Bacon/Pearson.

Wink, J. (2011). *Critical pedagogy: Notes from the real world (4th ed.).* Boston, MA: Pearson.

Required Articles

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.

Division for Early Childhood (DEC). (2007). *Concept paper: Identification of and intervention with challenging behavior.* Missoula, MT: DEC.

DEC. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation.* Missoula, MT: DEC.

DEC. (2009). *Code of ethics.* Missoula, MT: DEC.

DEC. (2009). *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.* Doi: 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. Doi: 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. (2009). *Position statement: Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, DC: NAEYC.

NAEYC. (2009). *Position statement: NAEYC standards for early childhood professional preparation.* 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.

Sugarman, N. A. (2011). Putting yourself in action: Individual professional development plans. *Young Children, 66, 27-33.*

Swick, K. J., Knopf, H., Williams, R., & Fields, M. E. (2013). Family-school strategies for responding to the needs of children experiencing chronic stress. *Early Childhood education Journal, 41, 181-186.* Doi: 10.1007/s10643-012-0546-5.

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.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Online discussion boards and activities: 2 points for	Ongoing	14

each weekly online assignment/s		
Self Assessment		
• Self Assessment for Chapter 3	3/26 ON-LINE	3
• Self Assessment for Chapter 4	4/2 ON-LINE	3
Career Trajectory and Professional Development Plan	drafted in class and submitted a week later	5
Seminar Leadership		30
• Reading Selection to Discussion Board	One week prior to seminar	
• Outline submitted to instructor	A week before seminar	
• Seminar Handout	Sunday before seminar	
• Seminar Facilitation	See schedule	
• Seminar Feedback	Evening of seminar	
• Individual Reflection on Seminar	One week after seminar	
ECE Program Feedback	May 7	2
Guiding Principles Narrative	May 7	28
TOTAL		100

Discussion Board activities completion and participation (Ongoing): 14 points
- Active participation and engagement in ON-LINE activities that use discussion forums on Blackboard are imperative for optimal learning in this hybrid course. Each student will be responsible to respond to a thread on a discussion topic and post a response to someone else's. Each online module is worth 2 points for a total of seven modules and 14 points. To gain the points students need to individually respond to questions and one additional post by a classmate by deadline (See schedule below for deadlines).

Preparation for and participation in ONLINE activities will be evaluated with the following criteria:
- Following the specified timeline, students complete readings and follow activity directions to prepare for on-line tasks as is evidenced by their ability to post and respond to posts, participating fully in the tasks related to each of the online activities.

- Students show evidence of critical reflective thinking and accountable language in their posts for all online activities. Students support the participation and learning of others in their on-line contributions. Students apply materials from the on-line activities to their other course work, including F2F meetings and written assignments.

Self-Assessment (6 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 (1) readiness to enter or continue in the ECE profession and (2) professional behavior. Students will upload the survey responses to Blackboard and will respond to the open-ended questions in Blackboard Journal.

Chapter 3 Knowledge and Skills Self-Assessment

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

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.

> **Self-Assessment Scoring Criteria** – Each self-assessment is 3 points.

> *Uploaded Survey* – Students will earn 1 point for uploading a fully completed survey to Blackboard by due date. Students will earn 0.5 points for late and/or mostly completed survey responses, and 0 points for minimally completed or missing surveys.

> *Blackboard Journal Responses* – Students will earn 2 points for timely posting of a reflective, insightful response to the prompts that provides a clear awareness of their strengths and areas in which they could improve. They will earn 1 point for a late posting of the response and/or posting of a reflection that responds to all aspects of the prompts, but lacks the depth of a reflective, insightful response. They will earn 0.5 point for late posting of a response and/or partially responding to the prompts. They will earn 0 point for posting a minimal response or not posting a response. Partial points may be assigned at the discretion of the instructor.

Career Trajectory and Professional Development Plan (5 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 double-spaced page.

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 one double-spaced page.

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 1double-spaced page.

This assignment will be drafted in class and submitted before the next meeting.

Seminar Leadership (30 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 are expected to use adult

learning principles to plan and facilitate a 60 minute seminar on a topic in early childhood education. The seminar leadership team will scaffold and support classmates' understanding of key issues faced by early childhood professionals. The seminar will reinforce previous program readings and experiences and include a focus on the position statements outlined in the syllabus.

The seminar leadership team will involve classmates in a stimulating and thought-provoking learning process that includes multiple and varied learning activities, including at least one interactive activity. The seminar should provide classmates the opportunity to discuss and reflect critically on the issue in their current and future professional lives. At the end of the seminar, participants should be able to state their position on the issues if asked to do so in a job interview, by professional colleagues, or by families and community members.

Seminar Preparation

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

- **Create a multimedia product** on the issue under discussion. The creative product should stimulate critical reflection and dialogue 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. Students will provide a copy of the e-file of the multimedia product to the instructor on the day of the presentation.

- **Choose one reading** that will add to their classmates' understanding of the subject. **A link to this reading will be posted on Blackboard a week prior to seminar.**

  Provide a handout that will be posted electronically for classmates' use. The handout may include links to resources that will further their understanding of the topic. **The handout should be posted to Blackboard by the Sunday before the seminar date.**

- **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.

There will be group planning time for the seminar during class; however, the seminar leadership team will need to collaborate outside of class, as well. **A detailed plan and agenda for the seminar must be submitted electronically to instructor a week prior to seminar. A detailed agenda should be available for classmates the night of the seminar.**

Facilitating the Seminar

On the evening of the seminar, the leadership team will introduce the topic, present relevant background information using a multimedia presentation, facilitate the discussion and related activity, and close the seminar with a summary and some future questions and thoughts to explore. As noted in the seminar preparation above, they will choose a related reading and provide an electronic handout to support the learning and discussion.

Seminar Reflection and Feedback

Students will provide feedback to the seminar facilitators at the conclusion of each seminar and will write an individual reflection on their own seminar. The individual reflection will be approximately two to three double-spaces pages. Students will include insightful reflections on the collaborative process with an emphasis on their own role in the collaborative planning and implementation process and what they learned about themselves as collaborators. This **reflection will be due one week after the seminar is presented.**

Statement of Guiding Principles for Early Childhood Education (28 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 6 guiding principles to discuss. The statement will include an introduction that provides an overview of 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 12 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 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 respond to a survey and 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. They will also suggest ways to improve the Mason program.

Course Schedule and Topics*

Date	Class Topics and Activities	Assignments & Readings Due
F2F 3/19	Course requirements Being an ECE Professional	Feeney: Chapters 1 • A framework for guiding principles • **Determine leadership seminar groups**
OL 3/19 to 3/26	Professional standards Engaging in Reflective Collaborative Practice	Feeney: Chapters 2 & 3 CEC, NAEYC, and NBPTS Professional Standards • **Online activities including self-Assessment for Chapter 3 in Feeney (pp. 110-115) – Due no later than 4:30 on 3/26**
F2F 3/26	What is critical pedagogy? Why engage in critical pedagogy as ECE professionals?	Wink: Chapters 1& 2 **Career Trajectory drafts- In class**

OL
3/26
to
4/2
	Engaging in Ethical Practice
	Professional codes of ethics
	Only a Teacher: Part 1
		Harte (2011)
		NAEYC Code of Ethics and Statement of
		Commitment (p. 97-106)
		DEC Code of Ethics (2009)
		• **Online activities and Self-Assessment for**
		  Chapter 4 (pp. 115-119)
		  due no later than 4:30 on 4/2

F2F **4/2**	Engaging and leading professional development Facilitating Vs. presenting Professional Development	Feeney: Chapter 4 & 5 Fitzgerald & Theilheimer (2012) Sugarman (2011)

OL
4/2
to
4/9
	ON-LINE CLASS
	Theory to practice
	Engaging in Evidence-Based Practice
	Only a Teacher: Part 2
		• NAEYC Position Statement (2009):
		  Developmentally Appropriate Practice
		• **Online activities and Career Trajectory &**
		  Professional Development Plan final copy
		   due on Black Board no later than 4:30 on
		  4/9.

F2F
4/9
	Student led seminar/s
	  1. Enrichment and gifted inclusion in Early
	      Childhood Education programs
		Feeney: Chapter 6
		• DEC/NAEYC Position Statement (2009),
		• DEC Concept Paper (2009)
		  Group 1- Additional student-selected reading

OL
4/9
to
4/16
	ON-LINE CLASS
	"Doing critical pedagogy"
	
	Only a Teacher: Part 3
		• Wink: 3 & 4
		• Diamond: Synthesis of IES Research Report
		  Online activities due no later than 4:30 on
		  4/16

F2F
4/16
	Student led seminar/s
	  2. Teaching children in poverty
	  3. Working with family and cultural diversity
		Ponciano & shabazian (2012)
		DEC Position Statement (2010) on responsiveness
		to children and families.
		Groups 2 & 3- Additional student-selected reading

OL
4/16
to
4/23
	ON-LINE CLASS
	" Moving forward with critical pedagogy"
	Maintaining professionalism
		• Wink 5
		• Preskill on "Markers that Matter in
		  ECE"
		• **Online activities due no later than**
		  4:30 on 4/23

F2F
4/23
	Student led seminar/s
	  4. Inclusion in Early Childhood Education
	      Classrooms and developmental delays
	  5. Linguistic Diversity in Young Children,
	      Families, and Communities
		• TESOL (2010). Position paper on language and
		  literacy for Young English language learners
		  (ages 3-8)
		• TESOL Position Statement (2009) on teaching
		  English as a foreign language.
		  Group 4 &5- Additional student-selected
		  reading

OL
4/23
to
4/30
	ON-LINE CLASS
	
	Reflection to action in Early Childhood Education
		• DEC (2007). Positive outcomes for children
		  with disabilities
		• LaRocco & Bruns (2013)
		• **Online activities due no later than 4:30 on**
		  4/30

F2F 4/30	**Student led seminar/s** 6. Understanding and Responding to Challenging Behaviors Meet with peer and review guiding principles- in class	• Swick, Knopf, Williams, & Fields (2013). Group 6- Additional student-selected reading
OL 4/30 to 5/7	**ON-LINE CLASS** Guiding Principles in ECE	**Guiding Principles Paper Due May 7** **Program evaluation due May 7**

Leadership Seminar: Grading Rubric

The seminar is 30 points of the total semester grade. Students will be evaluated based on the following criteria:

/8 Planning and Preparation

- Posted a relevant article that contributed to classmates' understanding of the topic to Blackboard by assigned deadline
- Submitted a draft of detailed plans and agenda to instructor by assigned deadline
- Posted a handout that included clearly presented information to support the learning and discussion to Blackboard by the Sunday before the seminar
- Brought a hard copy of the outline and agenda for the seminar to class on assigned class.

/14 Seminar Facilitation

Introduction
- Introduced the topic to classmates in an interesting and thought-provoking manner
Approach
- Used a multimedia product or products that stimulated critical reflection and dialogue
- Used adult learning principles to facilitate activities that scaffolded and supported classmates' understanding of key issues faced by early childhood professionals
- Facilitated a stimulating and thought-provoking learning process that included multiple and varied learning activities, including at least one interactive activity
Content
- Reinforced previous program readings and experiences and included a focus on the position statements outlined in the syllabus
- Facilitated the discussion in a way that engaged all participants in the dialogue, supported their interaction with the main points of the articles read, and made strong connections to implications for their work in ECE settings
- Functioned as experts with reference to the topic and their ability to support, monitor, and evaluate classmates' learning
- Provided opportunities for classmates to discuss and reflect critically on the issue in their current and future professional lives
- Provided sufficient information about the issue that classmates are able to state their position on the issues if asked to do so in a job interview, by professional colleagues, or by families and community members
Closing

- Closed the discussion with a clear and concise summary of the main points considered and left the participants with some future questions and thoughts to explore
- Concluded the seminar in a timely manner
- Seminar lasted for 75 minutes.

/8   Reflection

- Provided substantive feedback to peers
- Wrote an individual reflection approximately two to three double-spaced pages in length that included insightful reflections on the collaborative process with an emphasis on their own role in the collaborative planning and implementation process and what they learned about themselves as collaborators.
- Posted the reflection no later than one week after the seminar was presented on BB for instructor's review. This will be an individual and private link.

Guiding Principles Criteria for Grading

The Statement of Guiding Principles for Early Childhood Education is 28 points of the total semester grade. Students will be evaluated based on the following criteria:

/ 3 Introduction

This section tells the readers what you will tell them in your paper.

- Situates the writer as a graduate student in Early Childhood Education and identifies the degree program in which you are enrolled.

- Provides an overview of the 6 to 8 guiding principles that guide or will guide your practice with culturally, linguistically, and ability diverse young children and their families.

/ 20 The Guiding Principles

This section tells the reader why you chose the principles you did, why they are important to you, and how your experiences and coursework helped to inform your thinking. For each principle, you will need to do the following:

- /5 Discuss the program experiences, coursework, and/or internships that influenced the development of the principle and the related practices;

- /5 Use specific examples/stories to illustrate your points, including examples from your field experiences and the dilemmas you faced.

- /5 Examine and analyze critically the themes and connections you made with texts, ideas, theories, and experiences;

- /5 Explain how and why these themes and connections were significant to you and the development of the specific guiding principles; and

/ 3 Summary

This section brings the paper to a close and reminds the readers what you have told them.

- Summarizes the guiding principles.

- Concludes with thoughts related to future activities guided by these principles.

/ 2 Style and Format

APA style should be used throughout the paper, including the following:

- Correctly formatted cover page
- Appropriate use of headings
- Correct citations in the body of the paper and on the reference page(s)