Leadership for Diverse Communities

LEE 171
Trends and Issues in
Early Childhood Education (ECE)
Fall 2010

Our candidates are ethical, reflective and critical thinkers who value diversity and life-long learning. Faculty of the Kremen School of Education and Human Development foster the development of these dispositions. Candidates will reflect these dispositions in their work with students, families, and communities.

Course Description:
A comprehensive study of the field of early childhood education, including principles of early childhood education, parent relations, use of community resources, and organization of programs in early childhood education.

Course Title: Trends and Issues in ECE	**Instructor Name:** Shareen Abramson
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Required Texts:

Chen, J., Horsch, P., DeMoss, K. & Wagner, S. L. (2003). *Effective partnering for school change: Improving early childhood education in urban classrooms.* NY: Teacher's College Press.

Paciorek, K. M. (2010). *Annual Editions – Early Childhood Education.* NY: McGraw Hill

NAEYC. (2009). *Informing Our Practice: Useful Research on Young Children's Development.* Washington, DC: NAEYC.

In addition to those listed in *Annual Editions*, the following websites are recommended for completing course assignments:

FOUNDATION FOR CHILD DEVELOPMENT

   http://www.fcd-us.org/

POLICY HUB (integrated services in Canada)

http://www.policyhub.gov.uk/news_item/childhood_support06.asp

ANTI DEFMANATION LEAGUE (bias free curricula)

http://www.adl.org/education/edu_awod/awod_childhood_edu.asp

WEST ED: EARLY CHILDHOOD FOR LIFELONG LEARNING

http://www.wested.org/online_pubs/rd-05-03.pdf.

HARVARD UNIV: THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT

http://tulsa.ou.edu/outulsa/ECDevelopment.pdf.

WHAT WORKS CLEARINGHOUSE: ECE

http://ies.ed.gov/ncee/projects/wwc/early_childhood.asp

http://www.whatworks.ed.gov/Topic.asp?tid=13&ReturnPage=default.asp

US DEPARTMENT OF EDUCATION

http://www.ed.gov/teachers/how/early/edpicks.jhtml?src=lnEARLY CHILDHOOD
RESEARCH AND PRACTICE

http://ecrp.uiuc.edu/

JOURNAL OF EARLY CHILDHOOD RESEARCH

http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201641

EARLY CHILDHOOD RESEARCH QUARTERLY

http://www.elsevier.com/wps/find/journaldescription.cws_home/620184/description

CENTER FOR EARLY CHILDHOOD RESEARCH

http://eci.uchicago.edu/

RESEARCH ON EARLY CHILDHOOD EDUCATION (Historical—1960s-1989)

http://www.nwrel.org/scpd/sirs/3/topsyn3.html

NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING

http://www.fpg.unc.edu/~ncedl/

CLEARINGHOUSE ON EARLY EDUCATION AND PARENTING

http://ceep.crc.uiuc.edu/poptopics.html

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
http://www.naeyc.org/

SPECIALIZATIONS
The ECE Graduate Program includes two specializations. Each student must identify
one of the two specializations as the focus for their graduate studies.

ECE Teacher Leader:
This specialization provides advanced study for ECE teacher leaders who are primarily
interested in teaching in classrooms or comparable settings—infant/toddler program,
preschool, kindergarten-third grade. Within this focus is preparation for ECE Specialist

Credential– PreK-3 (also requires a Multiple Subject Teaching Credential and two years teaching at two different grade levels, preschool through third grade).

ECE Program Leader:
This specialization provides advanced study for ECE program leaders who work or are planning to work as supervisors or administrators in ECE programs or agencies or as instructors at two- or four-year higher education institutions. Research and policy in ECE is another emphasis for this specialization.

Course Goals and Objectives:
The goal of this course is to provide an overview of contemporary trends and issues in ECE affecting education and the lives of children and families in diverse communities. This course is responsive to the varied backgrounds and experiences of ECE graduate students. Each of you will emerge with shared understanding of the history of ECE, its interdisciplinary roots and current and future directions for the field as well as individualized learning through research on topics related to your particular interest and professional responsibilities.

NAEYC's Advanced Professional Preparation core standards for early childhood programs ask candidates to demonstrate competence at higher levels and with greater depth and specialization than those holding an initial degree, license or credential in early childhood education or child development. NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role.
   Standard 1: Promoting Child Development and Learning
   Standard 2: Building Family and Community Relationships
   Standard 3: Observing, Documenting and Assessing to Support Young Children
   and Families
   Standard 4: Teaching and Learning
   Standard 5: Growing as a professional
Candidates in advanced programs are also expected to demonstrate competence in using each of the following professional tools, as these tools apply to their areas of specialization and professional roles. The Essential Tools for all candidates in Advance Programs include:
   1. Cultural competence
   2. Knowledge and application of Ethical principles
   3. Communication skills
   4. Mastery of Relevant Theory and Research
   5. Skills in Identifying and using professional Resources
   6. Inquiry skills and knowledge of Research methods
   7. Skills in collaborating, teaching, and mentoring
   8. Advocacy skills
   9. Leadership skills

The **California Commission on Teacher Credentialing** has developed a set of Standards of Program Quality and Effectiveness for Teaching Specialist and Service Credentials. These are:

1. Field Experiences (to include differentiated supervised field and practicum experiences with children and adults; in at least one pre-kindergarten and one level K-3; observation and participation experiences; opportunities to work with professional educators and other professional personnel not necessarily members of the education profession.)
2. Professional Competencies (to include such competencies as: knowledge of human development and education; knowledge, application, and analysis of several theoretical bases on which ECE programs have been and currently are being developed; plan programs that meet individual needs and interests of children; and, evaluate objectives, individual growth, learning and programs.

Goals and Objectives: CCTC Standards 2.1, 2.2, 2.4,)

1. Build the foundational knowledge of history, philosophy, theory, research and practice necessary for strong professional leadership in ECE settings. (1.0, 2.0, 3.0, 4.0,5.0, 6.0)

2. Understand the significant influence of early education, parents and the community on child development, education and literacy. (2.0, 3.0, 4.0)

3. Study and reflect on the current trends and issues affecting children, families, teachers and the field of ECE and their relationship to the historical context, philosophical ideas and policies informing education. (7.0)

4. Gain experience accessing, using and evaluating ECE resources and programs at an advanced level of leadership, scholarship and practice. (6.0, 11.0).

5. Recognize the interdisciplinary nature of ECE in order to broaden perspectives, develop collaborative partnerships with other professionals in a variety of programs serving children at the infant-toddler, preschool and K-3 levels and including early intervention for high risk families and special needs children. (8.0, 10.0)

COURSE REQUIREMENTS

Web-Enhanced Course:
This course will be web enhanced. All students are required to have a student e-mail account and internet access. Information on obtaining these services is available at http://www.csufresno.edu/ait/ait-links.htm. We will be using "Blackboard," a Web-Based E-Learning portal system. Blackboard can be accessed 24-hours a day, seven days a week from any computer with an internet connection. You can access the Fresno State Blackboard server at http://blackboard.csufresno.edu/

REQUIRED ASSIGNMENTS:
The required assignments below for this course are:
> Reading Summaries
> Trends and Issues in the News: Class Co-Inquiry ("Lab" Activity)
> History Brief and Presentation
> Demonstration of Knowledge: Trends and Issues Presentation and Paper
> Demonstration of Skills: Observation of a Family/Home-Based Program or Service and Discussion
> Demonstration of Dispositions: Plan a Family/Home-Based Program or Service for a Charter School (Take Home Final)

Weekly Assignments:
(1) Class attendance is important. If you must be absent, call my office or leave an e-mail. If you are absent from class, it is your responsibility to check on announcements made while you were away. Repeated absences will lower your grade.
(2) Complete all assignments in a professional manner. Grammar and punctuation are important and will contribute to the overall grade assigned to any written assignment.

Reading Summaries (10 points):
(1) Read all assigned readings from the text <u>before</u> coming to class.
(2) Write a one or two paragraphs about one or two of the selections and submit it on Blackboard in the link provided.
(3) Along with the paragraph, include a question for class discussion based on all the readings.

Trends and Issues in the News Co-Inquiry (10 points):
(4) Bring to class a newspaper, magazine or online resource on your computer.
(5) Find an article that pertains to this week's trend or issue in areas such as schools, education, family, policy or program areas.
(6) Class time and a form is provided for writing a one-page summary of the article and how it relates to an ECE issue, trend or topic of professional concern.
(7) Along with the summary, include a question for co-inquiry (discussion). With a partner or in a small group, discuss the articles and questions.

Overview of Major Course Assignments (More detailed directions provided on each assignment in next sections with bold headings):

History Brief and Presentation (25 points paper, 5 points presentation)
(1) Write a brief paper (3-5 pages) an ECE leader/authority who represents a historical period, program/model or philosophical position. Make a brief presentation in class that includes visuals to enhance knowledge of this individual's contribution to ECE.

Trends and Issues Paper (50 points paper, 30 points presentation)

(2) Write a 5-7 page research paper on an ECE trend, issue or topic in child/family development, practice or policy that is significant to your particular interest, work or future endeavors. The general topic must be chosen from those on the course syllabus or a similar area and the specific trend or issue for the paper as well as the reference list for writing the paper must be approved by the instructor.

(3) Based on your research, give a 10-15 minute presentation using media (powerpoint, video, etc,) and lead a facilitated class co-inquiry on this ECE topic Your presentation should include multiple sides or controversies related to the trend or issue, whether you agree or not.

Charter School Project (20 points home visit and presentation; 50 points proposal)

For each of the ECE elective courses, directions are provided for completing three assignments that comprise one component of the DAP Charter School Project. Each component is assessed in the corresponding course. Students must complete three of the four components. After three components are completed by the student, the DAP Charter School Project- Combined Assessment is performed in LEE 241. The scoring rubric for each of the required components of the Charter School appear in the "Grading" section of this syllabus.

The "Charter School" family connections project that includes:

(1) Trends Research Paper. (Described in the section above).
(2) Field Visit and Observation. Find a home-based program or family service in the local community that provides services that support school-home connections (ideas for programs to visit will be discussed in class). Contact them to arrange for a field visit, observation and/or staff interview. Make the visit during the first two months of this course.
(3) Presentation. Make a brief class presentation on your visit in class.
(4) Proposal of a Service. Based on the visit, readings and trend paper, prepare a proposal for a family service home-based program that might be offered by an ECE Charter School. This proposal described constitutes the Final Exam for this class.

All major assignments are submitted on Blackboard and then posted so that our class can share and use these resources professionally with proper credit given. If you do not wish to participate in this manner, please let me know.

(1) Directions for ECE History Research and Philosophy Paper (3-5 pages):
(NAEYC Essential Tools 1, 2, 8, 9)

Our field has a long and distinguished history, but the interpretation of that history is constantly re-defined by current practices: "The value of history lies in what it tells us

about the world in which we live" (Tulane University). We will spend the first few weeks of the semester looking at our rich history and its connections to present issues and trends in ECE.

Your Assignment: Pick one of the people or topics mentioned below and research him/her/it. Other topics/people can be studied _only_ after consulting with instructor. Your task will be to explore, analyze and discover one aspect of the roots of early childhood education as it has (or has not) inspired thinking for today's professional. You will do this in a 3 to 5-page paper (with 2-3 references) and a short in-class presentation. Grammar and punctuation are important and will be considered in the grading. ***Inspirational aspects*** of the lives of these great leaders and the times in which they lived should be included. Why did they do this? Did everyone agree? How did they overcome adversity? Were there sacrifices? Why are they great? What lessons can we learn from them in our time? (Addresses CCTC Standards 2.1 and 2.2)

Good Source:
Paciorek, Karen M. and Joyce H. Munro (Eds.) (1999), *Sources: Notable Selections in Early Childhood Education* (2nd Edition). Guilford, CT: Dushkin, McGraw Hill.

- 1762 Jean Jacques Rousseau author of ***Emile***
- 1801 Johann Pestalozzi author of ***How Gertrude Teaches Her Children***
- 1816 Robert Owen
- 1836 Wm McGuffey and his ***Ecclectic Reader***
- *1837 Fredrich Froebel, Father of the Kindergarten
- 1837 Horace Mann, Father of the American Common School
- *1856 Margarethe Schurz established the first kindergarten
- *1860 Elizabeth Peabody opened the first private kindergarten in Boston
- *1873 Susan Blowopened the first public school kindergarten
- 1896 John Dewey started the first Laboratory School at the University of Chicago
- 1907 Maria Montessori started her first preschool in Rome
- 1911 Arnold Gesell began his Child Development study at Yale
- 1921 Patty Smith hill started a progressive nursery school at Columbia Teachers College
  College and in 1926 founded what is now the NAEYC
- 1924 Childhood Education, the first professional journal in ECE was published by what is now AEYC (Association for the Education of Young Children)
- 1944 Young Children, the professional journal of NAEYC was first published.
- 1950 Erik Erikson published his writings on the eight Stages of personality growth and development and identified tasks for each stage of development.
- 1951 Jean Piaget published "The Origins of Intelligence" and became well known in America.

1960 The Day Care and Child Development Council was formed to publicize the need for quality services for children.

1962 Lev Vygotsky's influential research on cognition and language, "Thought and Language" was translated into English and became more widely disseminated

1964 The Economic opportunity Act of 1964 was passed by Congress paving the way for Head Start (1965)

1967 The Follow Through program was initiated to extend Head Start

1983 IDEA federal law extends special education services to children under 5

1984 The High/Scope Educational Foundation released a 30 year longitudinal study documenting the value of high quality preschool programs.

1989 The UN Convention on the Rights of Children was adopted by the UN General Assembly.

1990s Reggio Emilia approach to early education became known in the US

1995 Head Start Reauthorization established Early head Start for low-income pregnant women and families with infants and toddlers.

(**NOTE**: A guide to referencing: www.topnz.ac.nz/research/wp-apa.pdf)

(2) Directions for Research and Presentation on an ECE Trend or Issue:
(NCATE/NAEYC Standards 1b, 2a,,5a, 5d; Essential Tools 1, 2, 3, 4, 5, 8, 9)
(CCTC Standards 2.1.1, 2.2.2, 2.3.10, 2.4, 2.6.1)

You will write a research paper and create a summary class presentation (powerpoint, video, etc.) to be given in class. After the presentation, you will lead a "co-inquiry" (a structured class dialogue) about the topic. You will not only make a presentation, but will lead a discussion in such a manner that the rest of us will have the best opportunity to understand and learn its major and relevant concepts.

Research Paper. For this paper you can use the book, *Early Child Development in the 21st Century: Profiles of Current Research Initiatives* as your base reference. That book contains excellent links and references. I will assume you'll use that book and from it include 5-7 references (web or other) in your paper. Included in this section, you will address how this trend or issues influences children's development and learning; creates respectful, reciprocal, and empowering family relationships; informs a candidate's understanding of diversity of culture, language and ethnicity; how NAEYC's Code of Ethical Conduct can guide candidates' behavior in relation to working with diverse families in the community.

Presentation. In developing your presentation, as our professional organization, the National Association for the Education of Young Children (NAEYC) reminds us,

"*Every day, policy makers, administrators, and teachers/caregivers make a great many decisions, at all levels, both long-term and short-term, that affect young children. It is those many decisions that determine whether what actually happens in a classroom or*

family childcare home is or is not developmentally appropriate. In their decision making, effective early childhood educators keep in mind the identified goals for children's learning and development, and they are intentional in helping every child achieve these goals. The core of developmentally appropriate practice lies in this intentionality—in the knowledge educators consider when they are making decisions, and in their always aiming for goals that are both challenging and achievable for children" (NAEYC).

See also:
* http://en.wikipedia.org/wiki/Developmentally_Appropriate_Practice
* http://sales.naeyc.org/Itemdetail.aspx?Stock_No=2349&Category=
* http://www.amazon.com/Developmentally-Appropriate-Practice-Childhood-Programs/dp/093598979X

For your paper, identify one to three questions or problems your paper will examine. For your review of pertinent research, present multiple views on the question or problem that is raised.

Below are examples of questions that might be helpful in developing your own:
• Is early maternal employment harmful to young children?
• Should young children use computers?
• Should brain science guide educational practice?
• Is time-out an effective discipline technique?
• Does television viewing cause violent behavior in young children?
• Is spanking an effective means of discipline?
• Should parental participation in schools be required?
• Does homework in the primary grades improve academic achievement?
• Do at-risk young children learn best through active learning experiences?
• Should all children be at least five years old before starting kindergarten?
• Is full day kindergarten best for all children?
• Are multi-age programs best for young children?
• Is class size reduction the most effective way to improve educational performance?
• Is grade retention a sound educational practice?
• Does looping (staying with same teacher for more than a year) improve primary students' learning?
NAEYC Core Standards 1, 5 and CCTC Standards 2.1, 2.2, 2.4,)
Useful Resource:
Paciorek, Karen M. (Ed.) (2002), *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education*. Guilford, CT: Dushkin/McGraw Hill.

(3) Directions for Charter School Project: Home-School Connections
    CCTC Standards: 1.3.3, 2.2.1, 2.2.3, 2.3, 2.5, 2.10)
    See Charter School Rubric for More Information on NCATE Standards,
    Requirements and Scoring.

Background:

Charter schools are innovative schools providing choices for families and greater accountability for results. In many states such schools are free of many of state regulations that confound innovation. Assume that is the case here. Several classes in the ECE Graduate Program are contributing to conceptualizing a program or services for a Charter School that focuses on **family/home-based connections** and family participation including service rationale (Knowledge), procedures (Skills), and best practices (Dispositions). Family and home/based programs serve several functions: parent education, parent mental health, promoting healthy behaviors, children's social and cognitive development, assisting parents in education and employment goals, and decreasing child abuse/neglect and family and community violence.

Many types of educational programs now exist for young children that include home and family services. Research informs the outcomes. Programs may emphasize:
- Prevention and Early Intervention Services
- Transition to
- Pre- and Post-Natal, Infant and Preschool Home Visiting and Interventions
- Child Welfare and Mental Health
- Early Childhood Education and Care
- Family Support (Back to Work, Finances, Home Management)

Demonstration of Knowledge: History and Trends Paper

Your papers on history and review an ECE trend or issue with implications for ECE and relations among school, family and community meets the demonstration of knowledge requirement and provide the research background for the charter school proposal.

Demonstration of Skills: Documentation and Analysis of an Exemplary Family/Home Based Service

Directions: Each of you will visit a home-family connections service. It may involve observing, accompanying or interviewing an expert on staff about the program. After your visit you will share the experience in class. The presentation shall also address: The kinds of human, material, and technological resources and services you observed that improve professional relations with children and families to meet ECE goals and demonstrate of what you learned in your visit concerning how professionals with varied skills and responsibilities need to work together in their professional roles.

In this class discussion you will address:
- The use of human, material, and technological resources needed to perform your professional roles with children and families. This part may include a technically sophisticated demonstration of what you learned in your visit (Essential Tools 5, CCTC 2.10)
- How professionals with varied skills and responsibilities need to work together in their professional roles (Essential Tools 7, CCTC 2.10)

Demonstration of Dispositions: Encouraging Family or Home-Based Services as a Component for the DAP Charter School

Each of you will propose a model family/home-based service that could be included in an ECE Charter School. This will be based on your literature review, your own visit, your discussion with others after their visits that your informed idea of this process and delivery models. Included in this section you will address: sound professional practices for the positive development and learning of all young children and improving family participation in children's development, learning and school activities.

Directions: As a separate assignment (the Final Exam for this course), you will write a 5-7 page paper that is a proposal for a family or home-school service that you believe would be a significant benefit to an ECE Charter School serving our region. This paper will include the following sections:

Service: Briefly provide the name and type of service being proposed. Rationale: Discuss the area or problem to be addressed by the service. Using our course texts, *Informing our Practice* and *Annual Additions*, provide the background information and relevant ECE research that are the basis for the home-school connection program.

Description. Using our text, *Effective Partnering for School Change*, as an example, give a description of the specific program or intervention to improve family participation and enhance children's success in school.*

*Please note the text describes intervention projects with teachers in a school. Your paper will deal with an intervention with parents and families.

Explain the philosophy of the program and principles to be utilized in providing services for the ECE charter school. Describe different strategies to be used, professionals to be involved and the target group of participants. What kinds of activities will be offered? How will success be measured?

Your paper should address how:

- School-home connections influence children's development and learning (NAEYC Standard 1, CCTC Standard 1.3).
- How school-home connections create respectful, reciprocal, and empowering relationships (NAEYC Standard 2, CCTC Standard 1.3)
- School-home connections can inform a candidate's understanding of diversity of culture, language and ethnicity (Essential Tools 1, CCTC Standard 2.3)
- NAEYC's Code of Ethical Conduct guide professional behavior in relation to working with families in their homes (Essential Tools 2, CCTC 2.6)
- Sound professional practices contribute to the positive development and learning of all young children (Essential Tools 8, CCTC 2.10)

*CALENDAR [Check Blackboard for changes]

* Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

COURSE CALENDAR:

Date	Topic	Readings and Assignments Due
8/25 Week 1	Newspaper Review: Trends and Issues; History of ECE	
9/1 Week 2	History of ECE (continued) ECE Policies; Public Investment in Education	Annual Editions, 1-3 NAEYC, pp. 3-21
9/8 Week 3	LIBRARY ORIENTATION Readiness; Developmentally Appropriate Practice (DAP)	Annual Editions, 4-7, 27, 35 NAEYC, pp. pp 50-58
9/15 Week 4	Human Development Theory and Practice	Annual Editions, 28-30, 34 NAEYC, pp.101-118
9/22 Week 5	Measuring ECE Quality Standards	Annual Editions, 19, 42-46 NAEYC, pp. 119-135 History Papers Due History Presentation
9/29 Week 6	Curriculum Models and Approaches	Annual Editions, 25, 39-41 NAEYC, pp. 136-142 History Presentation
10/6 Week 7	Parents and Families	Annual Editions, 8-10 NAEYC, pp. 203-215 Chen & Horsch, pp. 1-42
10/13 Week 8	Culture and Language	Annual Editions, 13-14 NAEYC, pp. 99-117 Chen & Horsch, pp. 43-74 Trend Presentation
10/20 Week 9	Early Intervention	Chen & Horsch, pp. 75-107 NAEYC, pp. 216-240 Trend Presentation
10/27 Week 10	Children's Health Childhood Obesity	Annual Editions, 20-22, 24, 33 NAEYC, pp. 173-190 Chen & Horsch, pp. 111-140 Trend Presentation
11/3 Week 11	Inclusion	Annual Editions, 15-17, 23 NAEYC, pp. 241-251 Trend Paper Due Trend Presentation
11/10 Week 12	Guidance	Annual Editions, 36-38 NAEYC, pp. 145-172 Trend Presentation
11/17	Bullying	Trend Presentation

Week 13		
11/24 Week 14	Thanksgiving	
12/1 Week 15	Home-School Connections	Annual Editions, 31-32 Home-School Connections Presentation
12/8 Week 16	ECE Leadership Paths Television and New Media	Home-School Connections Presentation
12/9 Week 17	ECE Convocation	
12/15 Week 18	Final Exam	Charter School Project Due

ASSIGNMENTS, POINT VALUES AND GRADES:

Reading Summary. Each week, reflect in writing on one or two readings and propose a question for class discussion related to the readings. **The summary must be submitted prior to class for full credit.**	10 Reading Summaries 1 point each	**10 points**
News Trend or Issue and Co-Inquiry. Each week, reflect in writing on an ECE news, magazine or journal article and engage in co-inquiry discussion. **Both the summary of the article must be submitted in class and discussed in class for full credit.**	5 Reading Summaries 2 point each	**10 points**
History paper. You will analyze one aspect of the roots of early childhood education that has inspired thinking for today's professional. You will do this in a 3 to 5-page paper (with 2-3 references) and make a short in-class presentation.	Paper (3-5 pages) 5-10 minute Presentation	**25** **5**
Trend or Issue in ECE Paper and Presentation. Pick a topic from the syllabus or one of our textbooks and write a paper reviewing the research with APA references. Present a 20-minute overview with different views on topic to the class and lead a co-inquiry discussion.	Paper (5-7 pages) Presentation and Co-Inquiry (20 minutes)	**50** **30**
Home-School Connections. Includes visit to home-school program or service in	Home Visit and Discussion Charter School Plan	**20** **50**

the region and discussion. A paper describes a service for an ECE charter school based on readings and visit.	(5-7 pages, Final Exam-Take Home)
TOTAL POINTS AVAILABLE	**POINTS 200**
Discretionary Points	Attendance/full participation/ etc. **5**

Grading Scale:
185-200   A
160-185   B
140-160   C

Topic Descriptions
Dispositions About ECE Trends and Issues ECE leaders examine their own dispositions, beliefs and biases about ECE trends and issues. More importantly, they recognize that it is essential to know current events, policies and developments that have the potential to influence the welfare and education of children and families. A variety of ECE trends and issues are examined to explore multiple views, opinions, theories and research on early learning and the value of ECE at various levels—infant toddler, preschool, K-3--and the home environment, the role of the family, culture and socio-economic status as factors in learning and development. ECE leaders choose a specific trend or issue as a topic in order to develop knowledge in a specific area of ECE research and practice. The course emphasizes that quality ECE has been shown to have a lasting, positive influence on children's success in learning and in life.
ECE History. Major Authorities and Best Practices The history and philosophy of ECE and those who have made lasting contributions to the foundation of knowledge for the ECE field are introduced in this course. Major authorities include: Froebel, Montessori, Dewey, Piaget, Vygotsky and Malaguzzi. ECE best practices are viewed as a product of the unique history of the field that includes major philosophical and theoretical writings, research, child study, curriculum models, influence of parents, social welfare policies, public and private initiatives and advocacy. These influences have led to the development of model curricula, programs and services. These different ECE theories, approaches, models, curricula and learning materials related to current trends and issues in ECE and help our guide understanding of them and the variety of perspectives they involve.
Knowing ECE Trends and Issues Trends and issues having implications for ECE professionals and those in related areas are examined on a wide number of topics. Some of the topics given greatest emphasis include the research on: ECE quality, legislation and policies affecting children and families, early intervention and special education, child development, ECE program models, Head Start, health, nutrition and safety, curriculum, relationships, home-school connections, community programs, guidance and discipline, transition to school, teacher qualifications, school and home environments, indoor and outdoor learning.
Integrating Family and Home-Based Services and Creating Partnerships A major emphasis of this course is gaining familiarity and experience with the wide variety of family and home-based services that can improve ECE outcomes and provide early intervention and help to families, having children at risk, with special needs or other factors needing to be addressed for making positive transitions into ECE and optimizing outcomes. Collaboration and partnerships among ECE programs and agencies serving families can help to achieve coordinated and focused efforts to improve early education, development and family success.

Assessing and Teaching All Children (English Learners, High Risk Learners, Children with Special Needs)
Learning about the importance of assessing and teaching all children leads to increased opportunities for access and equity for all children. A variety of trends and issues are considered in relation to making ECE programs responsive to diversity. Different approaches, curricula and assessments are compared. ECE leaders learn to enhance learning and development of diverse learners and how to build strong relationships with families in diverse communities in order to serve them better.

Using Technology
Technology is incorporated in locating resources and information on ECE, evaluating the quality of source materials and as an important tool for knowing trends and issues in the field that affect education and policy-making. Students use technology for teaching, for collaboration on lab assignments and to make a presentation on their trend or issue to the class. Students learn how to locate internet resources appropriate for research, ECE teaching and program improvement.

Role as a Professional Educator
The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. The importance of parent and community partnerships to improve family and home-based services is discussed throughout the course.

CLASS AND UNIVERSITY POLICIES

ATTENDANCE: *Attend all class sessions unless ill. Due to co-inquiry discussion and lab activity requirements, more than 2 absences may result in a lower grade.*

HONOR CODE: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
  a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
  b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
  c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

CELL PHONES: Out of respect for everyone's learning experience, cell phones are to be turned off during class except when an emergency call is expected, or during breaks. Cell phones must be stowed at all times, and not visible on the desk, clothing, lap, etc. Cell phones may not be used to record, transmit, photograph or video without prior arrangement and permission of the instructor. Violation of this policy will result in requiring the student to remove his or her cell phone from my classroom for the remainder of the semester.

STUDENTS WITH DISABILITIES: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

CHEATING AND PLAGIARISM: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies)

STUDENT CONDUCT: In accordance with university policies and California state law, students are expected to be responsible, civil and respect others and their property. Examples of unacceptable behaviors include: destruction, damage or misuse of university property; dishonesty, falsifying information or misrepresentation; lewd or obscene behavior; disruption of a university-related activity; conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct; and unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose (For more information and additional prohibitions see: *California Code of Regulations, TITLE 5 Education*, *Division 5*. Board of Trustees of the California State Universities, Subchapter 4. Student Affairs, Article 2. Student Conduct § 41301).

DISRUPTIVE CLASSROOM BEHAVIOR: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained . . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

MAKE UP POLICY FOR PLANNED AND UNPLANNED ABSENCES: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. The instructor may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate**.**

COMPUTERS: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

During class, use of the computer is for approved, in-classroom activities only such as note-taking or class presentations. Use of the computer for non-class related activities including, but not limited to, social networking, e-mail, other personal access/communication or unauthorized audio or visual recording or transmission of classroom activities, lectures, students or their work are strictly prohibited. Violation of this policy will result in requiring the student to remove the computer from my classroom for the remainder of the semester.

COPYRIGHT POLICY: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

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you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material.   Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP) CHARTER SCHOOL – SEPARATE COURSE ASSESSMENT RUBRIC
NAEYC Standards 1, 2; Essential Tools 1, 5

CHARTER SCHOOL ELEMENT	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
Standard 1 Promoting Child Development and Learning Knowing young children's characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments.	Charter School Project does not show that candidate understands young children, their learning styles needs, or appropriate learning environments to support their learning.	Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples that promote children's learning and development.	Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples of skills and strategies including research that validates their use and ways to adapt methods to diverse learners.	
Standard 2 Building Family and Community Relationships Candidates know about, understand and value children's families and communities. They use this understand to create respectful, reciprocal relationships that support, involve and empower families to participate in their children's education.	Charter School Project does not consider families and communities or the need for their participation in the design of curriculum and the plan for the charter school.	Charter School Project summarizes theory and research related to families and communities and how they might best participate and have a voice in the Charter School. The plan for the school includes a detailed description regarding the family and school context and resource list is provided for teachers, parents and children. Includes evaluation plan. Provisions for family participation, diversity and inclusion.	Charter School Project summarizes theory and research on family involvement, the importance of caring relationships and implications for practice. A detailed description of family-oriented practices with examples is offered in the plan. Resource lists for teachers, parents and children related to family issues are created. Description of activities for family participation, diversity and inclusion. Includes an evaluation plan	

			for parent participation. Drawings/diagrams of facility, service areas and classroom include space for families.	
Tool 1: Cultural Competence Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity within an ECE setting. The term "culture" includes ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.	Charter School Project reveals a lack of understanding and sensitivity in responding to cultural, ethnic and language diversity. Curriculum and/or other ECE practices do not examine cultural aspects of development and learning.	Charter School Project includes evidence of attention to cultural, ethnic and language diversity and their implications for practice and instructional programming. Several examples are provided of research, curriculum and best practices that specifically deal with issues of diversity such as ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs. The candidate's plan for the Charter School reveals knowledge, skills and attitudes demonstrating cultural competence.	The Charter School Project contains numerous examples of practice, programs, design considerations, resources and many ways to connect school and the home that reflect knowledge and understanding of cultural, ethnic and language diversity, social conditions, disparities and policies that affect learning, development, equal education, social and economic access. Project demonstrates candidate honors diversity, is concerned with social justice and equity in creating learning experiences and environments that welcome interchange and varied culturally based experiences and perspectives.	
Tool 5: Skills in Identifying and Using Professional Resources Demonstrate a	Few professional resources identified in the Charter School Project.	Charter School Project provides research, resources, curriculum or other materials and activities for improving the field	Charter School Project represents the candidate's deep commitment to improving curriculum and other programs related to the	

high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and keep abreast of the field's changing knowledge base use of library, Internet and community resources, networks of colleagues, and other sources of knowledge and professional growth.		obtained from the library, internet and other resources. The candidate has a clear plan for using work from the project as a basis for advocating for a sound knowledge and research base for ECE practices and improving the lives of children and families in the real world.	candidate's work or professional goals through active research and exemplary practice. All recommendations draw on this research. The candidate has a clear plan for using the charter school project and findings from research to make it available to other professionals, families or programs.	

DAP Charter School Project -<u>Separate Component</u> Scoring Guide

Analytic Scores:
Does Not Yet Meets Expectations = 1
Meets Expectations = 2
Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meets Expectations = 6 or less; Meets Expectations = 7-9;
Exceeds Expectations = 10-12

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