

CALIFORNIA STATE UNIVERSITY, FRESNO  
 KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (KSOEHD)  
 Department of Literacy and Early Education  
 Early Childhood Education Graduate Program

*Leadership for Diverse Communities*

**LEE 241:**  
**Field Work in**  
**Early Childhood Education (ECE)**  
**Spring, 2013**

*Our candidates are Ethical, Reflective and Critical Thinkers who Value Diversity and Life-Long Learning. The KSOEHD faculty the development of these dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

<b>Course Title:</b> Fieldwork in ECE	<b>Instructor Name:</b> Shareen Abramson
<b>Units:</b> 3	<b>Office Number:</b> Education Room 436
<b>Time:</b> Mondays, 6:00pm-9:00pm Meet as a group as scheduled; field observations and conferences	<b>Email:</b> shareena@csufresno.edu
<b>Location:</b> Education Bldg. 254	<b>Telephone:</b> 278-1230
<b>Office Hours:</b> 2:00-5:00pm, Wednesdays and by appointment	

**Course Description:**  
 Supervised ECE field experience including infant/toddlers, preschool, preprimary and/or primary grade children and their families in a variety of settings including schools, centers, home-based programs, agencies, organizations, etc.

**Prerequisite:** Admission to MA in Education (ECE Option) or permission of instructor.

**Course Goals:**

This field experience is intended to support application of skills and understandings related to leadership, early childhood education, child development and constructivist theory in a "real world" ECE setting. This course includes a monthly seminar to allow opportunities for synthesis of knowledge gained through ECE graduate course work. Field experience may include different ages and diversity of children as well as varied ECE program types. At minimum, 3 hours per week, 45 hours total of fieldwork needs to be in an ECE setting serving children, ages birth through eight, and families.

**Required Texts:**

Mac Naughton, G. M. & Hughes, P. *Doing action research in early childhood studies: A step by step guide*. Open University Press McGraw-Hill Education UK, 2008  
ISBN #978 0 335 228621 (ACTION RESEARCH)

Gail Perry, Barbara Henderson, & Daniel R. Meier, eds. (2012). *Our Inquiry, Our Practice: Undertaking, Supporting, and Learning from Early Childhood Teacher Research*. ISBN: 978-1-928896-78-4 (OUR INQUIRY)

**Recommended Text:**

Jones, M. and Shelton, M. (2011). *Developing Your Portfolio, Enhancing your learning and showing your stuff: A guide for the early childhood student or professional*, 2<sup>nd</sup> Ed. NY: Routledge. ISBN# 978-0-415-80052-5

**Additional Reading:**

Based on a self-assessment, the ECE graduate student will develop, in consultation with the faculty supervisor, an individualized professional reading list.

**NAEYC ADVANCED PROGRAM STANDARDS:**

*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 ECE 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. The standards are:

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

### **ECE Graduate Program 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 of ECE full-time teaching).

#### **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 Objectives (to be Documented in Portfolio)**

1. Student will demonstrate effective program planning for children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels [NCATE 2.0]; [CTC 2.1.2, 2.3, 2.3.2, 2.6.6]

2. Student will demonstrate knowledge and effective use of diverse delivery systems and collaborative teamwork through which programs are offered for young children and their families (social service agencies, public schools, private enterprise [NCATE 5];[CTC 1.3.4, 2.2.3, 2.6, 2.6.1, 2.6.4, 2.6.6, 2.6.8, 2.7, 2.7.1, 2.7.2])
  
3. Student will demonstrate knowledge of research methods and findings in early childhood education and effective translation of research into practice [NCATE 2.0; 4.0]; [CTC 2.2, 2.2.1]
  
4. Student will demonstrate expertise in a specialized area of early childhood education such as: administration and supervision of child development and early education programs
  - Parent education and programs serving families of young children
  - Primary grade teaching
  - Infant/toddler care or administration
  - Preschool teaching or administration
  - Kindergarten teaching
  - Legal issues and advocacy
  - Leadership in a specified area
 [NCATE 4.0; 5.0] [CTC 2.3.11, 2.6, 2.6.4, 2.6.5, 2.6.7, 2.6.8, 2.7, 2.7.1, 2.7.3, 2.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.9, 2.9.1, 2.9.2, 2.9.3, 2.9.4, 2.10, 2.10.1, 2.10.2]
  
5. Student will demonstrate application of ECE knowledge at the advanced level and competence in using each of the ECE Professional Tools through evidence from ECE core courses and supervised field assignments. [NCATE 4.0; 5.0]; [CTC 1.3,1.3.2, 1.3.3, 2.2, 2.2.3, 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.3.11, 2.4, 2.4.2, 2.4.3, 2.5.1, 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.8, 2.7, 2.8, 2.8.3, 2.8.4, 2.8.7, 2.9]

6. Student will demonstrate leadership and the ability to mentor others by provided a model for reflective professional work and advocacy for children and families. [NCATE 5.0]; [CTC 2.1, 2.6.4, 2.6.5, 2.7. 2. 7.3, 2.8, 2.8.2, 2.8.3, 2.8.6, 2.8.7]

*Course Assignments:*

1. *45 Hours of Field Activities*
2. *Field Experience Documentation with 2 Examples of Practice (20 points)*
3. *ECE Study Guide and Cumulative Portfolio (60 points) that contains, reflections on each of the nine tools, and selective evidence collection. Include summaries of key learning and research for each of the six core ECE courses (also include updated resume or vita, philosophy, self assessment, readings)*
4. *Self-Assessment, ECE Philosophy Statement and Professional Growth Plan (including individual reading list) (30 points)*
5. *5 Reading Abstracts of articles pertinent to Self-Assessment and Field Study (10 points)*
6. *Textbook Summaries (10 points)*
7. *ECE Field Study (60 points)*
8. *Leadership Activity (10 points)*

**Field Experiences:**

The term, *field experiences*, includes supervised fieldwork, observation, teaching or other clinical experiences such as home visiting. With the help of supervisor, decide on placement(s) for a semester that allows completion of LEE 241 requirements. Spend a minimum of three hours per week for this field experience for a total of 45 hours. Arrange with the university instructor to observe at your field experience site. Document hours of fieldwork and specific activities in a journal and obtain signature from on-site administrator or field supervisor. The "Field Study" is a project within the field experience that provides a research or interest focus for fieldwork (see below).

In planning for your field experience, you should include time for visiting classroom(s) or program(s) serving any of the ECE levels that you have limited or no experience in teaching: infants/toddler, preschool, ECE/special education, kindergarten, or primary grades. ECE Teacher Leaders working in ECE may use their own classrooms for most of the required hours. If you are an ECE Program Leader or not working at this time, you should plan on about one hour per week for the field study and about two hours per week observing, working or volunteering in an ECE setting for a total of 45 hours, 3 hours per week.

**Additional Fieldwork Requirements for ECE Specialist Credential Candidates:**

The Early Childhood Specialist Credential is an advanced teaching credential available to those who already hold a California Teaching Credential. In addition to 15 units of ECE course work and 15 units of approved electives, additional LEE 241 requirements are as follows: 1) supervised experiences in work with young children and their families including preprimary or primary grades in cross-cultural settings 2) observation and participation at the Huggins Center of infants/toddlers and preschoolers or in a similar setting; 3) documentation of an interprofessional experience with those outside the school (social work, special education, medical professionals, etc.). Once these requirements are completed, along with two years of teaching, the ECE graduate can apply for the Early Childhood Specialist Credential. (CTC 1.3.2, 1.3.3, 1.3.4)

## ECE Specializations: A Comparison of LEE 241 Field Work Requirements

SPECIALIZATION	ECE Program Leader	ECE Teacher Leader (ECE Specialist Credential)
<b>Description and Qualifications</b>	ECE Program Leaders 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. ECE research and policy are other emphases.	ECE Teacher Leaders are primarily interested in teaching in classrooms, schools and comparable settings—preK-third grade. They already possess a Multiple Subject Teaching Credential. Two years ECE teaching experience is required for the Specialist Credential.
<b>ECE Study Guide and Professional Portfolio</b>	Prepare an ECE study guide and professional portfolio that organizes your cumulative work in the program according to NAEYC's nine professional tools. In reflecting on MA courses, state your ECE philosophy, summarize key information and research and select examples of best work to demonstrate competency.	Prepare an ECE study guide and professional portfolio that organizes your cumulative work in the program according to NAEYC's nine professional tools. In reflecting on MA courses, state your ECE philosophy, summarize key information and research and select examples of best work to demonstrate competency.
<b>Field Experience Requirements</b>	Three hours per week, 2 hrs per week working with children, the other hour can be observations, interviews, etc. Required hours for fieldwork is 45. Supervised.	Three hours per week teaching children. Required hours for fieldwork is 45. Supervised.
<b>Field Study and Leadership Activity</b>	Select an area of focus for developing ECE expertise through an action research, ECE field study and a leadership activity. Arrange for fieldwork and observations at one or more ECE programs serving children (infants/toddler, preprimary or primary grades) and their families. Collaborate with teachers, administrators, families and/or the	Select an area of focus for developing ECE expertise through an action research, ECE field study and a leadership activity. Arrange for an ECE field experience to include a field study in a classroom/school setting (infants/toddler, preprimary or primary grades) Collaborate with teachers, administrators, families

	community to identify and study issue or problem. Plan the field study and once completed, present your field study findings as a leadership activity for change.	and/or the community to identify and study issue or problem. Plan the field study and once completed, present your field study findings as a leadership activity for change.
<b>Interprofessional Component</b>	Describe an interprofessional activity or have contact with professionals outside the classroom who enhance learning and development of children and their families.	Take part in an interprofessional activity or have contact with professionals outside the classroom to enhance learning & development of children and their families.
<b>Documenting Hours for Field Experience</b>	Keep a log of dates, times and descriptions of field experiences and specific activities. Obtain signature from on-site administrator or supervisor.	Keep a log of dates, times and descriptions of field experiences and specific activities. Obtain signature from on-site administrator or supervisor.

## **ECE STUDY GUIDE AND PROFESSIONAL PORTFOLIO: DOCUMENTATION OF COMPETENCY IN THE ESSENTIAL ECE PROFESSIONAL TOOLS**

### **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.

Example: Describe personnel practices, program design or family engagement strategies that are responsive to cultural diversity.

### **2. Knowledge and Application of Ethical Principles**

Demonstrate in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to one's professional role. Evidence should relate to critical issues in the ECE field that require one to consider and apply ethical values of caring, justice, and equity.

Example: Describe the congruence between your professional practice and ethical standards for the profession.

### **3. Communication Skills**

Demonstrate a high level of oral, written, and technological communication skills related to ECE specialization. Communication skills include use of effective presentation techniques, writing a research paper or summary related to specialization and applying technology such as word processing and editing tools, databases, search engines and other Internet tools, and presentation software.

Example: Design and conduct training on an ECE topic of importance.

### **4. Mastery of Relevant Theory and Research**

Demonstrate in depth, critical knowledge of the theory and research relevant to the professional role(s) and specialization by applying critical perspectives in reading, discussing, writing about and evaluating scholarly writing and research in ECE field.

Example: A Head Start teacher summarizes current research about the effectiveness of Head Start and other interventions and gaps in current knowledge.

### **5. Skills in Identifying and Using Professional Resources**

Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and to keep abreast of the field's changing knowledge base using relevant library and Internet resources as well as community resources, networks of colleagues, etc.

Example: Create a list of resources related to a professional role that you plan to have after completing the graduate program.

## **6. Inquiry Skills and Knowledge of Research Methods**

Using systematic and professionally accepted approaches, demonstrate inquiry skills, showing one's ability to investigate questions relevant to their practice and professional goals and demonstrate strengths and limitations of various research methods, with emphasis on one's professional role(s) and specialization area.

Example: Conduct research or review literature on an ECE topic related to your area of expertise and present these research findings to a professional ECE audience.

## **7. Skills in Collaborating, Teaching, and Mentoring**

Demonstrate the flexible, varied skills needed to work collaboratively and effectively with others in professional roles including collaboration across disciplines and roles.

Example: Work on a committee of a professional or community group concerned with the education and welfare of children and families.

## **8. Advocacy Skills**

Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children. Identify and analyze public policy issues, build collaborations or effective coalitions, and communicate ECE issues to a wide range of stakeholders and decision makers. The positions taken should show knowledge of evidence-based approaches for promoting early learning, development, and family strengths, to advocate for appropriate care and education for young children and their families.

Example: Participate, write an editorial or give testimony on an ECE program or issue that is under consideration by an organization, school board or other agency.

## 9. Leadership Skills

Use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

Example: Create or participate in a specific leadership activity related to your specialization or area of expertise that involves parents, others in ECE, etc.

### PROFESSIONAL GROWTH PLAN AND CUMULATIVE PORTFOLIO

[NCATE 4.0; 5.0]; [CTC 1.3, 1.3.2, 1.3.3, 2.2, 2.2.3, 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.3.11, 2.4, 2.4.2, 2.4.3, 2.5.1, 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.8, 2.7, 2.8, 2.8.3, 2.8.4, 2.8.7, 2.9]

The Professional Growth Plan includes:

1. Self-Assessment
2. Individualized Reading List (5 articles to address any weak areas and prepare for field study)
3. Plan for Field Experience Activities for LEE 241

#### **Self-Assessment:**

Conduct an individual self-assessment based on each of the Nine Essential ECE Professional Tools. Write a one-two page description on previous knowledge, course work or professional development and work experiences in the nine areas. Begin by reviewing relevant prior coursework and experiences. Ask yourself questions like: What did I learn from this experience? How did this experience change my thinking? Documentation and analysis for each of the nine tools will follow the same pattern: begin with a self-analysis and propose a reasonable growth plan for each tool (if more background in this area is needed). Specify any short-term and long-term goals you have related to the tool. As you conduct your self-analysis, develop your growth plans, and reflect on your progress; check for congruence with your philosophy statement.

**Professional Growth Plan:**

After completing the self assessments for each of the nine tools, prepare a Professional Growth Plan that includes your plan for acquiring or improving in the use at least one professional tool. In selecting the field experience activities, be sure to include any ECE levels (infant-toddler, preschool, kindergarten, primary grades) that are not familiar to you. Provide a weekly schedule for field experiences. Develop a professional reading list consisting of 5 articles that address any weak areas in your ECE background.

**Individual Reading List:**

Based on your self-assessment, and in consultation with the supervisor, select 5 readings (scholarly articles) that address areas of weakness or expand knowledge needed for field experience.

**Reading Abstracts:**

(Reading Abstracts – 2 point each, 10 points total)

Write a half-page to one page abstract or summary of each reading. Once completed, be sure to place each of the abstracts into the appropriate tool sections of your portfolio as evidence to demonstrate your progress in addressing areas of weakness as identified in your Professional Growth Plan.

Assigned Textbooks: Write summaries for each of the assigned textbooks, highlighting areas of specific interest to you. (5 points each, 10 points total).

**Cumulative Portfolio:**

A major requirement of the course is the development of an ECE professional portfolio that may also serve as an ECE Study Guide for the ECE MA Exam. This evaluative portfolio provides cumulative evidence that the graduate student meets the standards of the National Council for Accreditation of Teacher Education (NCATE) for an ECE professional at the advanced level. The National Association for the Education of Young Children (NAEYC) is the professional organization charged with preparing these standards for NCATE. Candidates in advanced programs are

expected to demonstrate competence in using each of the nine essential ECE professional tools, as these tools apply to their areas of specialization and professional roles.

In conjunction with the field experience and with additional support from previous ECE course work and assignments, you are to document and organize the cumulative evidence of your ability to use the nine essential ECE professional tools identified by NAEYC in order to demonstrate growth as an ECE professional in your identified specialization. Include evidence from ECE graduate studies, fieldwork and professional experiences. Select two examples of best work to demonstrate competency.

### **ECE Philosophy:**

Your ECE philosophy of education will work as a unifying element for your portfolio. It should be no longer than one to one-half pages. Although a formal statement, it should be easy to read by others and not overly technical or scholarly in its language.

### **ECE Study Guide:**

In reflecting on MA courses, summarize key information and research from each of the courses. Use the following format: Topic, Theories, Major Researchers/Names, Findings of Research, Best ECE Practices. These summaries should be extremely helpful to you in preparing for the ECE Comprehensive Exam if you select this option for completing the MA in Education - ECE. The Study Guide may be completed collaboratively in small groups.

The ECE Study Guide and Portfolio is submitted electronically, preferably on a CD or DVD disc. Use folders corresponding to each of the nine tools below, to organize the evidence. Ideally, each folder and all the documents inside it should be linked to a "Table of Contents" for your portfolio. Scoring for the Portfolio is based on a rubric and is utilized to determine unacceptable, acceptable and exceeds acceptable

performance and for grading purposes.

### **Selection of Portfolio Evidence:**

Careful selection of evidence supports the ECE professional's demonstration of competence with regard to knowledge, skills, dispositions, and accomplishments. The goal is to document learning in a succinct fashion.

Provide **TWO EXAMPLES** of your best work for each tool. For each piece of evidence, provide a brief description, one to two sentences to put the evidence into the context of how it represents a tool you are using or demonstrates your ability in this area. Once selected, put the evidentiary documents with their descriptions in the appropriate portfolio file. For example, use the heading, **Evidence – Tool 1: Cultural Competence.**

### **Portfolio Reflection:**

Reflection is a defining feature of a portfolio and is one of the components that sets it at a higher level than scrapbooks (collections of artifacts/evidence organized around themes). The role of reflection is analysis and interpretation, clarifying insights and implications, and providing projections and planning for the future.

After completing your portfolio, write a brief reflection for each of the nine professional tools and include your LEE 241 fieldwork experiences and other assignments. Each reflection is typically a paragraph. In your reflection, discuss your progress in meeting the Professional Growth Plan you prepared early in the semester, the goals you have set for yourself and additional steps if needed.

Once completed, be sure to place each self-assessment in the appropriate section of your portfolio. Use the heading, **Reflection – Tool 1: Cultural Competence.**

### **ECE FIELDWORK AND DOCUMENTATION**

[NCATE 2.0, 5]; [CTC 1.3.4, 2.1.2, 2.2.3, 2.3, 2.3.2, 2.6, 2.6.1, 2.6.4, 2.6.6, 2.6.8, 2.7, 2.7.1, 2.7.2]

(ECE Examples of Practice - 20 points)

This assignment involves documenting your field work experience in ECE programs or classrooms and is a major requirement of LEE 241.

Your fieldwork should average about three hours per week. You should plan on devoting at least 1 hour a week to the field study. An additional 2 hours of fieldwork per week may involve other activities, visits, observations, etc. The total number of required hours for fieldwork is 45 hours. Your fieldwork must include experiences beyond your typical job duties and enhance your background in ECE and family services. If you are a teacher, you may use your own classroom but may need to do some additional observations elsewhere. If you are an ECE Program Leader, you should plan on about one hour per week for the field study and two hours per week observing, working or volunteering in an ECE setting.

Description. Write a description of your field site(s) placement. What are the names and program types (ECE center, classroom, agency, etc.) of the places where you are completing your field hours? What are the reasons for selecting each of the field sites? Who are you working with (children-ages, background, etc./teachers/administrators)? In what activities are you participating? Be sure to complete the Field Study Activities Form and obtain proper signatures to verify completion of your field hours and turn in with the brief description of the field activities at the end of the semester.

Examples of ECE Practice (2 or more examples):

From your fieldwork, you are to provide concrete evidence of your activities for each of the field sites during the time you are there. Create a system such as a notebook, file folders or an album for the field assignment to document your experience and collect evidence of your work. Ask someone to videotape you for this purpose. For Program Leaders, this may include teaching, observations, working with families, etc. For Teacher Leaders, you must demonstrate teaching that uses quality ECE practices.

For each Example of ECE Practice, you should include one video (no more than 10 minutes) (two examples = 2 videos) and other evidence such as photos, work samples or products. If children or other adults are shown, you must obtain their written consent (use form on Blackboard). This evidence should allow the LEE 241 to provide feedback to you helpful in improving your ECE practice and leadership. The examples are for the instructor only and not shared in class. Observation by instructor is by arrangement.

### ECE Field Study

[NCATE 4.0; 2.0; 4.0, 5.0] [CTC 2.2, 2.2.1, 2.3.11, 2.6, 2.6.4, 2.6.5, 2.6.7, 2.6.8, 2.7, 2.7.1, 2.7.3, 2.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.9, 2.9.1, 2.9.2, 2.9.3, 2.9.4, 2.10, 2.10.1, 2.10.2]

(ECE Field Study - 60 points)

This assignment involves making a study or conducting action research during the field experience. The Field Study and Leadership Activity may be focused on one or more of the nine tools, and may be used as the major professional growth activity for one or more of the tools.

Develop a plan for your field study and leadership activity that includes the following:

1. Select a topic of interest to study in an ECE setting.
2. Read related research, at least 2 scholarly articles and write abstracts for each article (can be part of the 5 articles for your reading list)
3. Determine the purpose for the field study. Who (child/teacher/ administrator) and what (ECE center, classroom, agency, etc.) do you wish to study and why (fieldwork question or focus). State the question or problem you wish to study in more depth at the field site.
4. Determine how you will conduct study, the timeline for completion and how you will record and document findings.

5. Develop the necessary procedures such as an interview, questionnaire, form or other data collection methods (observation, notes, work samples, photos, video)
6. Obtain consent from the participants prior to study.
7. Conduct field study or research.
8. Analyze your data. What were your major findings, what was learned that will assist in enhancing professional work and leadership in ECE?
9. Use study findings for your "Field Study Presentation" (see below)
10. Reflect on what you learned during the course of the field study. What were the surprises, the disappointments?
11. Share your field study with LEE 241 students.

The Field Study will be extremely helpful to you if you select the LEE 298B Project option for completing the MA in Education - ECE.

### **LEADERSHIP ACTIVITY**

[NCATE 5.0]; [CTC 2.1, 2.6.4, 2.6.5, 2.7, 2.7.3, 2.8, 2.8.2, 2.8.3, 2.8.6, 2.8.7]

(Leadership Activity - 10 points)

As a leadership activity, present your field study with another group of interested ECE professionals, community members or families. Scoring for the Field Study and Leadership Activity is based on a rubric and is utilized to determine unacceptable, acceptable and exceeds acceptable performance and for grading purposes.

## LEE 241 GROUP SEMINAR SCHEDULE

### First meeting: January 28 in ED 254

Before class	In class
	Go over LEE 241 Syllabus and decide on the schedule for four additional class meetings.
	Discuss assignments.
	Discuss prior ECE experience.
	Discuss Self-assessment. Read over Tools and ask questions about how to do the self-assessment.
	Discuss ideas and requirements for ECE field placements. Go over documentation required for field experience activities.
	Look at examples of LEE 241 portfolios

Between class meetings, graduate students may arrange for individual meetings with the supervisor.

### Second meeting: February 11

Before class	In class
Arrange ECE field experience and placement(s) Document time in placement using form. Include activities and administrator signature.	Share field experience placements and plans. Make appointment with supervisor for more planning as needed.
Complete Self-assessment for ALL 9 tools.	<b>SUBMIT SELF-ASSESSMENT.</b> Those unable to complete will need to provide written statement as to reason. If not completed by next class meeting, student will receive no better than a C for this assignment.
Based on self-assessment, identify topics that would be helpful to learn more about.	<b>BRING COMPUTER TO CLASS.</b> We will research and develop reading list based on your Self-Assessment and submit for approval.
Please read documents on Blackboard about	Discuss philosophy statement.

ECE philosophy statement.	
Explore and list in a journal or notebook Field Study ideas. Read ECE ACTION RESEARCH, Phase 1 and part of Phase 2, pages1-76; OUR INQUIRY – PART 1, pp. 1-52.	Discuss ideas for field study. Make appointment with supervisor for more work on reading list or field study as needed.

### Third meeting: February 25

Before class	In class
Write or update ECE philosophy statement	<b>SUBMIT PHILOSOPHY STATEMENT.</b>
Complete Self-assessment for ALL 9 tools and Professional Growth Plan	<b>SUBMIT PROFESSIONAL GROWTH PLAN –</b> Includes plan for remediating weak areas, Reading List, Field Experience Activities
Read over Tools 1-3 and prepare any questions you have about how to complete them.	Discuss Tools 1-3.
Collect documentation of field work experience using video, photos, notes, work samples, etc.	Share documentation in class and turn-in to instructor. Depending on placement, an observation can be arranged with instructor.
Read ECE ACTION RESEARCH, part of Phase 2, pages 77-133; OUR INQUIRY – PART II, pp. 53-102.	Decide on dates for visit by supervisor to observe your work in field experience if feasible.

### Fourth meeting: March 18

Develop a plan for conducting field study. Read ECE ACTION RESEARCH, Phase 3, pages 137-212	Discuss field study progress and make an appointment with supervisor if needed.
Complete Tools 1-3 evidence selection and reflection drafts	Discuss Tools 1-3 and progress with Professional Growth Plan for these areas. Make appointment to go over plan for activity as needed.
Prepare Example of Practice 1	<b>Submit Example of Practice 1</b> If not

	completed by next class meeting, student will receive no better than a C for this assignment
OUR INQUIRY – PART II, pp. 103-146; Complete reading at least 2 articles on reading list and write abstracts.	Discuss some of your individual readings in class and how they contributed to your growth plan or field study ideas.

### Fifth meeting: April 8

Before class	In class
Read ECE ACTION RESEARCH, Phase 4, pages 215-239	Discuss Presentation of Field Study.
OUR INQUIRY – PART II, pp. 147-178; Complete reading of the other two articles on reading list and write abstracts.	Discuss some of your individual readings in class and how they contributed to your growth plan or field study ideas.
Complete Tools 4-6 evidence selection and reflection drafts	Discuss Tools 4-6 and progress on completing Professional Growth Plan for these areas. Make appointment to go over plan for activity as needed.
Read over Tools 7-9 and prepare any questions you have about how to complete them.	Discuss Tools 7-9.
Collect documentation of field work experience using video, photos, notes, work samples, etc. Prepare Example of Practice 2	Share documentation in class and turn-in to instructor. Depending on placement, an observation can be arranged with instructor. <b>Submit Example of Practice 2</b> If not completed by next class meeting, student will receive no better than a C for this assignment

### Sixth meeting: May 6

Before class	In class
Complete Field Study	Present Field Study in Class
Make a presentation of your Field Study to	Discuss future plans and goals for ECE career

another ECE Group (Leadership Activity)	advancement related to LEE 241fieldwork and field study.
Complete Tools 7-9 evidence selection and reflection drafts	Make appointment to go over any remaining requirements as needed.
OUR INQUIRY – PART II, pp. 179-202;	

### Final Meeting: May 13

Before class	In class
Complete Field Study	Present Field Study in Class
Make a presentation of your Field Study to another ECE Group	Discuss future plans and goals for ECE career advancement related to LEE 241fieldwork and field study.
Complete Tools 7-9 evidence selection and reflection drafts	Make appointment to go over any remaining requirements as needed.
Complete ECE Portfolio	Share completed Portfolio and submit to instructor

### May 9, 2012 ECE Leaders Convocation

A leadership convocation of past, present and future ECE leaders. The Fansler ECE leader of the year is recognized.

### COURSE AND UNIVERSITY POLICIES

#### **Attendance Policy:**

Students will be expected to spend a minimum of three hours per week in an ECE field setting during this semester. The instructor will meet individually with the graduate student during the semester and observe their ECE setting by arrangement. Students will meet for three hours as a seminar group 6 times with their faculty supervisor during the semester. Attendance at all group seminars is required. Students must also meet individually with supervisor at least once to review and discuss field work progress.

**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, Madden Library.

**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)

**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 expect to 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. See grading policy in syllabus for additional information. When a student is absent for an extended time 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 communication links to the University's information resources."

**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 . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**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 U.S. copyright law (Title 17, U.S. Code). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that 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. University policy specifically requires that students maintain honesty and integrity in their academic performance. Plagiarism and other forms of cheating may result in the student receiving a failing grade for the course, probation, suspension or expulsion. University policies are located in the Catalogue and the Schedule of Courses.

**Sharing and Social Media:** The unauthorized use, sharing or transmission of materials and photos, video, etc. (for example, other students in our class, myself, children, schools, teachers, families, etc.) during or outside of class via the internet, phone, texting, "tweets," social media, etc. as related to my class, assignments or field experiences are prohibited and may be grounds for disciplinary action including, but not limited to, being dropped from my course or requesting to have you dismissed from the program.

**Grading Policy:**

The 45 hours of supervised field work in LEE 241 is ungraded. The ECE Examples of Practice, ECE Philosophy Statement, Self-Assessment and Growth Plan, Readings, ECE Portfolio and Study Guide, ECE Field Study, Presentation and Leadership Activity are the graded assignments for this course. The quality of the professional work accomplished will be evaluated A, B, C, etc. using criteria discussed in class for each assignment. All grades are determined by the instructor based on quantity and quality of work (see assessment rubrics below).

**GRADING SCALE:** (Final Grades are available through STAR.)

200 – 180 = A; 160 - 179 = B; 140 - 159 = C; 120 -139 = D; 119 – 0 = F

**Portfolio** - To receive a grade of A in LEE 241, both the Portfolio and Leadership Activity must “exceed standards” as determined by the grading rubrics.

**Assessment #2:**  
**ECE LEADER PORTFOLIO:**  
**DOCUMENTATION OF ESSENTIAL ECE PROFESSIONAL TOOLS**

*This Assignment Addresses These Specific Program Standards Affecting the Development of  
Both the ECE Leader and The ECE Program Leader:  
NAEYC Standards 1, 2, 3, 4, 5; Essential Tools 1, 2, 3, 4, 5, 6, 7, 8, 9*

PORTFOLIO ELEMENT	UNACCEPTABLE PERFORMANCE	PROFESSIONAL PERFORMANCE	EXEMPLARY PERFORMANCE	SCORE
<p>Standard 1 Promoting Child Development and Learning</p> <p>Knowing young children’s characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments.</p>	<p>Documentation lacks a recognized developmental or learning theoretical framework.</p> <p>Documentation fails to include the multiple influences on development and other contextual factors. The Documentation does not shed light on ECE practices or ways to create responsive environments.</p>	<p>Documentation provides a developmental or learning theoretical framework to inform research and practice that are discussed.</p> <p>Documentation considers multiple influences and the contextual factors important for creating responsive environments.</p>	<p>Documentation examines different developmental and learning theoretical frameworks and makes a conscious choice that is integrative and sophisticated. The complex transactions that occur among various contexts for development and learning are discussed for creating responsive environments that are fully described.</p>	
<p>Standard 2 Building Family and Community Relationships</p> <p>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.</p>	<p>Portfolio artifacts provide insufficient evidence of candidate’s knowledge and understanding of families and communities. There appears to be a lack of knowledge and sensitivity to the importance of parental influences on children’s learning and development.</p>	<p>Portfolio artifacts demonstrate that candidate know, understand and appreciate parents and the key role they play in the lives and education of their children and as powerful role models for developing children’s attitudes, dispositions and values. Evidence is presented that documents the candidate’s positive relationships with parents and knowledge of the family’s culture, values and aspirations.</p>	<p>Portfolio artifacts demonstrate ample evidence of the candidate’s ongoing work with families and the community and in defining their professional responsibilities and work with children. Numerous examples are provided that detail family-oriented resources, activities and programs that have been utilized, developed or for families or to offer specialized services to them. Effective interventions for increasing parent participation are described.</p>	
<p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p>	<p>Portfolio artifacts provide insufficient evidence that candidate knows and understands and uses a variety of assessment strategies,</p>	<p>Portfolio artifacts demonstrate that candidate is familiar with and able to use assessments for systematic observation</p>	<p>Portfolio demonstrates that candidate has expertise in using multiple types of assessment procedures, knows assessment</p>	

<p>Candidates know about and understand the goals, benefits, and uses of assessment. They use systematic observations, documentation and other strategies in a responsible with and in partnership with families and other professionals to positively influence development and learning.</p>		<p>of children, planning and evaluating curriculum as well as understanding children’s development, learning and education progress. Candidate shows evidence of using assessments in the real world including work with children having special needs. Candidate documents the use and sharing of assessment information with parents in designing effective learning environments, providing enriching home experiences and making referrals for additional services.</p>	<p>instruments and protocols and is able to make meaningful interpretations of assessment data in developing individualized educational plans with parent input and participation of interdisciplinary teams of professionals. Candidate is knowledgeable and comfortable in presenting and discussing assessments with parents and making observations together of their child. Candidate has evidence of making home visits as part of assessment.</p>	
<p>Standard 4 Teaching and Learning</p> <p>Candidates integrate their understanding of children and families and the importance of positive relationships to develop a wide variety of approaches and strategies for teaching and learning that reflect knowledge of academic disciplines, essential concepts, inquiry tools and structure of content areas to design, implement and evaluate meaningful, developmentally appropriate and challenging learning experiences for all children.</p>	<p>Portfolio artifacts are insufficient for demonstrating the core mastery of teaching and learning for young children, relationships with parents and varied educational approaches for curriculum and program development.</p>	<p>Portfolio artifacts include evidence of knowledge and application of a variety of approaches and strategies for teaching and learning that are used in the ECE field. Portfolio demonstrates ability to utilize inquiry tools for research, preparing papers and other completing course activities and projects. Examples of work show that candidate understands the fundamental content, structure and knowledge functions of the various academic disciplines related to teaching and professional work with families.</p>	<p>Portfolio provides numerous artifacts and multi-faceted evidence of the candidate’s ability to use, integrate and apply research, theory and best practice in planning, implementing and evaluating teaching and learning approaches and strategies. Portfolio shows command of subject matter, depth of understanding in the content area and specialization and a repertoire of professional skills in the application of concepts, theory, research and technology to create innovative, well designed and executed educational programs and resources for children, teachers and families.</p>	
<p>Standard 5 Growing as a Professional</p> <p>Candidates identify and conduct themselves as members of the ECE</p>	<p>The portfolio does not relate evidence to candidate’s professional goals and is incomplete.</p>	<p>The portfolio artifacts are a valuable sampling of the candidate’s work and goals. It provides research, case studies, resources, curriculum</p>	<p>The portfolio represents the candidate’s deep commitment to examining central questions or issues related to the</p>	

<p>profession, use ethical guidelines and professional standards and are powerful advocates for sound practices</p>		<p>or other materials and activities for improving ECE. The candidate has a clear plan for using work in the portfolio as a basis for advocating for practices to improve the lives of children/families in real world.</p>	<p>candidate's work and professional goals. The candidate has a clear plan for using the portfolio resources and making them available to other professionals, families or programs.</p>	
<p><b>Tool 1: Cultural Competence</b></p> <p>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.</p>	<p>Portfolio artifacts reveal a lack of understanding in responding to cultural, ethnic and language diversity. No evidence is presented regarding culturally diverse learners and their families. Examples of work including curriculum and other ECE practices do not examine cultural aspects of development and learning.</p>	<p>Portfolio artifacts include evidence of attention to cultural, ethnic and language diversity is demonstrated. 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 reflective analysis of these artifacts reveals knowledge, skills and attitudes demonstrating cultural competence.</p>	<p>Numerous portfolio artifacts provide ample evidence of knowledge and understanding of cultural, ethnic and language diversity and its relation to learning and social conditions, disparities and policies that affect learning, development and equal educational, social and economic opportunities. Documentation honors diversity in creating learning experiences that encourage interchange and the sharing of varied culturally based experiences and perspectives. The importance of social change and social justice are examined in case studies, research papers, presentations and/or reflections.</p>	
<p><b>Tool 2: Knowledge and Application of Ethical Principles</b></p> <p>Demonstrate in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to one's professional role. Evidence should relate to critical issues in the ECE field that require one to consider and apply ethical values of caring, justice, and equity.</p>	<p>Portfolio artifacts do not document knowledge or concern for ethical guidelines for the profession and work with children and families. No evidence is provided of problem-solving around ethical issues or dilemmas that confront early educators.</p>	<p>Portfolio artifacts demonstrate knowledge thoughtful application of the NAEYC Code of Ethical Conduct. Specific written reference is made to the code and its application in one's professional role and responsibilities with specific examples provided from the field. Several different issues are discussed that required thinking about using ethical values of caring, justice and equity in providing appropriate learning experiences, designing</p>	<p>Numerous portfolio artifacts demonstrate candidate's deep and abiding concern for ethical aspects of work with children and families and the importance of an "ethics of care" that is required of those who work with young children and parents having varied cultural backgrounds, life experiences and parenting skills. Several examples are presented using the four dimension ethical model for problem</p>	

		curriculum, working with families and other issues from the world of practice.	solving used in the ECE program that were applied to ethically challenging problems or situations within one's professional setting.	
<p>Tool 3: Communication Skills</p> <p>Demonstrate a high level of oral, written, and technological communication skills related to the identified ECE specialization. Communication skills include use of effective presentation techniques, writing a research paper or summary related to specialization and application of technology need for professional role including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.</p>	<p>Writing Skills: Portfolio artifacts include writing and reflection that is not up to graduate work standards. Numerous errors in spelling, grammar, and/or sentence structure are present in the various assignments and papers. Poor organization of portfolio and limited written reflection detract from the quality of the work and the professionalism of the candidate.</p> <p>Oral Skills: Audience has difficulty following oral presentations made by candidate. Candidate is uncomfortable in presenting case study and portfolio and is able to answer only basic questions.</p> <p>Technology Skills: Candidate has media but doesn't explain or use them effectively. The quality of the media is poor. The candidate is not successful in creating the electronic portfolio.</p>	<p>Writing Skills: Portfolio artifacts include many examples where written expression is graduate-level quality. Writing is clear and evidences few errors. Standard English grammar, spelling and punctuation are used. APA format and style are followed with only minor errors. Good organization of the portfolio with evidence for each of the tools presented clearly and logically. Written reflections are included for each standard and tool in the portfolio.</p> <p>Oral Skills: Candidate presents leadership activity, case study and portfolio in logical manner that is easily understood. Candidate is comfortable with expected questions but does not elaborate.</p> <p>Technology Skills: Candidate uses multi-media such as graphics, PowerPoint, video, etc. as evidence that enhance and deepen the value of the learning experiences included in the portfolio. The candidate successfully creates the electronic portfolio.</p>	<p>Writing Skills: Portfolio contains numerous examples of writing that is professional and scholarly. APA style is adhered to in research papers. Standard English grammar, spelling and punctuation are used consistently. The portfolio is a well-designed, carefully organized demonstration of writing competence. Reflections are thoughtfully written and meaningful. The portfolio is proofread and contains no errors. Excels in presentation of written evidence for each of the standards and tools. Portfolio represents the varied and important scholarly accomplishments of the candidate during program.</p> <p>Oral Skills: Candidate gives enthusiastic and interesting presentation of case study and/or portfolio. The candidate displays sophisticated analytical skills in the presentation through his/her ability to discriminate, organize, synthesize, and summarize their cumulative accomplishments during the program and fieldwork. Candidate shows mastery by answering all questions</p>	

			<p>about field study and portfolio.</p> <p>Technology Skills: Student expertly uses multi-media that are polished, aesthetically pleasing and professional to enhance their portfolio evidence, leadership activities and presentations and encourage audience understanding and participation.</p>	
<p>Tool 4 Mastery of Relevant Theory and Research</p> <p>Demonstrate in-depth, critical knowledge of theory and research</p>	<p>Project artifacts fail to demonstrate thoroughness and competence in mastering the theory and research essential for advanced skills in the ECE field.</p>	<p>Portfolio evidence demonstrates mastery of relevant theory and research and skill in interpreting findings and relating research to work in ECE. Thoughtful, well-organized reviews of the literature are carried out in writing papers and other assignments. Research includes the main theories, and important research studies as well as technical reports and descriptive articles. The research methodology used and findings from studies included in the review are clearly explained.</p>	<p>The candidate demonstrates mastery and insight concerning theory and research and is constantly reading the latest research and locating new resources. The candidate also demonstrates skills in building on existing research and theory to propose new ideas and directions for future research projects. Research papers and other assignments examine implications for practice in multiple settings and with different populations. Candidate understands and describes strengths and weaknesses of different research methodologies and strategies.</p>	
<p>Tool 5: Skills in Identifying and Using Professional Resources</p> <p>Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and to keep abreast of the field's changing knowledge base using relevant library and Internet resources as well as community</p>	<p>Portfolio lacks evidence that candidate possesses skills in utilizing professional resources and networks to research educational problems and find solutions.</p>	<p>Portfolio artifacts include evidence that candidate is a competent researcher and professionally capable in accessing human, material and technological resources. Evidence documents candidates participation in professional development programs to keep informed and acquire new educational knowledge and skills. Candidate's work demonstrates ability to</p>	<p>Portfolio artifacts offer direct and meaningful evidence of candidate's abilities as a professional, researcher and leader able to access information and research that is specific, up-to-date and high quality. Candidate demonstrates use of these resources in their daily work and habits of practice. Candidate is a contributor to one or more ECE resources, networks or</p>	

resources, networks of colleagues, and other sources of knowledge and professional growth.		use the library and the internet to obtain information, make connections and form action plans for addressing problems.	professional organizations in building and disseminating resources and ideas to others in the field including making presentations, giving workshops or leading projects.	
Tool 6 Inquiry Skills and Knowledge of Research Methods Demonstrate inquiry skills, showing their ability to investigate questions relevant to ECE	Portfolio contains limited documentation of candidate's use standard methods for inquiry and research.	Portfolio artifacts demonstrate candidate's ability to use and apply inquiry skills to research and examine a significant problem or question in ECE.	The portfolio provides numerous, varied examples of inquiry skills to research a problem or question and create and action plan for improving ECE practice. Research and information are synthesized and summarized concisely. Possible scenarios for addressing problems are suggested and input from the field including parents and community are included.	
Tool 7: Skills in Collaborating, Teaching, and Mentoring  Demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles including collaboration across disciplines and roles.	Portfolio artifacts do not document collaborative professional work or mentoring of novices or other ECE or human service professionals.	Portfolio artifacts demonstrate that candidate knows about and values collaboration in teaching, learning and mentoring processes. The candidate gives at least one example of interprofessional work and its impact on children and families.	Portfolio artifacts document that the candidate views collaboration as a norm for their professional practice. Collaboration is seen as a means for interchange, problem-solving and sharing of different views of the world, experience and the meaning of work. Mentoring the less experienced is viewed as a professional obligation so that others may achieve at their optimal level.	
Tool 8: Advocacy Skills Demonstrate competence in articulating and advocating for sound professional practices and public policies for development and learning of all young children. Identify and analyze public policy issues, build	There is an absence of advocacy skills in the portfolio artifacts.	Portfolio evidence recognizes the importance of advocacy. Candidate reveals understanding of the steps for effective advocacy--identify problem or issue, do homework, plan for action and implement the plan. The candidate provides evidence of a concrete advocacy	Portfolio evidence documents that the candidate has taken a visible and significant role on behalf of others or a cause to make positive change in the lives, education and futures of children and families. The candidate has shown the ability to articulate an issue or problem, explore	

collaborations or coalitions, and communicate ECE issues to a wide range of stakeholders and decision makers. The positions taken include knowledge of evidence-based approaches to promoting learning, development, and family strengths, to advocate for appropriate care and education for children and their families.		effort for the benefit of a child, parent or group such as writing a letter, making a presentation, attending a policy or political meeting or event.	various strategies to remedy the situation and the courage to move forward and take action through an organized effort with a specific goal in mind. The candidate is able to reflect on the success or achievability of the plan and to suggest next steps for accomplishing it more completely.	
Tool 9: Leadership Skills Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.	Portfolio artifacts provide limited evidence that candidate has leadership skills.	The portfolio gives evidence related to a leadership activity, or other endeavor on an issue that involved working with others to think strategically, build consensus, create change, and achieve a positive outcome concerning issue.	Portfolio gives ample evidence that candidate has and is able to assume a variety of leadership roles on relevant projects and work with others to accomplish real change for children and families that enlarges their lives and worldview.	
Holistic Score				

**Analytic Scoring:** Does Not Yet Meets Expectations = 1; Meets Expectations = 2;  
Exceeds Expectations = 3

**Holistic Scoring:** Does Not Yet Meet Expectations = 14-27; Meets Expectations = 28-34;  
Exceeds Expectations = 35-42

## Assessment 4:

### *The ECE Leadership Activity*

*This Assignment Addresses These Specific Program Standards Affecting the Development of Both the ECE Teacher Leader and The ECE Program Leader;  
NAEYC Standards 1, 2, 5; Essential Tools 2, 3, 5, 7, 8, 9*

<b>LEADERSHIP ACTIVITY ELEMENT</b>	<b>DOES NOT YET MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>	<b>Score</b>
<p>Standard 5 Growing as a Professional</p> <p>Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices</p>	<p>The Leadership Activity is not realistic. The topic area is vague or unclear.</p> <p>Reading list has few books and/or articles on the topic.</p> <p>Planning is minimal</p> <p>The message to be conveyed is vague or unclear.</p> <p>The activity is described but not presented to the identified audience.</p> <p>Participant feedback is not in the plan.</p>	<p>The Leadership Activity is realistic and “do-able,” and can be implemented during the semester.</p> <p>An identified area for leadership is based on personal experience and/or a review of the literature.</p> <p>Related literature on the topic is analyzed. At least 8 sources are listed.</p> <p>Includes a step-by- step plan for accomplishing change.</p> <p>A clear and important message is conveyed.</p> <p>Exemplary practices are defined. An information sheet and/or other resource materials are prepared</p> <p>The audience is defined. The activity is presented and evaluated. The activity includes feedback from audience for evaluation.</p>	<p>The Leadership Activity is realistic and “do-able,” and can be implemented during the semester and has the potential for creating significant change.</p> <p>An identified area for leadership is finalized based on a needs assessment or questionnaire</p> <p>Clear explanation about how analysis of literature informed decisions regarding the Leadership Activity. At least 10 sources are listed.</p> <p>A comprehensive plan of action is developed with specific steps and timeline to achieve change. The activity is well organized.</p> <p>Message describes a significant change and how it can be accomplished.</p> <p>An audience of stakeholders with the capacity to implement change is identified.</p> <p>The evaluation includes participants’ written comments and reflections.</p> <p>Modifications and next steps based on evaluation are described. The activity begins a process of change as evidenced by follow-up communication and plans for further action.</p> <p>Forward-looking</p>	

			recommendations are developed based on existing practices and research.	
<p>Tool 3: Communication Skills</p> <p>Demonstrate a high level of oral, written, and technological communication skills related to the identified ECE specialization.</p> <p>Communication skills include use of effective presentation techniques, writing a research paper or summary related to specialization and application of technology need for professional role including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.</p>	<p>Writing Skills: Leadership Activity includes writing and reflection that is not up to graduate work standards. Numerous errors in spelling, grammar, and/or sentence structure are present in the various assignments and papers. Poor written materials for dissemination and limited written reflection detract from the quality of the work and the professionalism of the candidate.</p> <p>Oral Skills: Audience has difficulty following the oral presentation made by candidate. Candidate is uncomfortable in presenting leadership activity and is able to answer only basic questions.</p> <p>Technology Skills: Candidate has media but doesn't use them effectively. The quality of the media is poor.</p>	<p>Writing Skills: Leadership Activity includes written expression that is graduate-level quality. Writing is clear and evidences few errors. Standard English grammar, spelling and punctuation are used. APA format and style are followed with only minor errors. Written materials for distribution are professional looking and error free.</p> <p>Oral Skills: Candidate presents leadership activity in a confident and logical manner that is easily understood. Candidate is comfortable with expected questions but does not elaborate.</p> <p>Technology Skills: Candidate uses multi-media such as graphics, PowerPoint, video, etc. to enhance and deepen the understandings for the leadership activity.</p>	<p>Writing Skills: Leadership Activity contains written materials that are professional and clear. Standard English grammar, spelling and punctuation are used consistently. The Leadership Activity and supporting materials are well-designed, carefully organized and demonstrate writing competence. Reflections are thoughtfully written and meaningful. Any materials given to the audience are proofread and contain no errors.</p> <p>Oral Skills: The candidate gives an enthusiastic and interesting presentation of leadership activity and displays sophisticated analytical skills in the presentation. Through his/her ability to The candidate discriminates, organizes, synthesizes, and summarizes the key points for effective leadership in this area. Candidate shows mastery by answering all questions and clarifying any confusing points.</p> <p>Technology Skills: Student expertly uses multi-media that are polished, aesthetically pleasing and professionally created to enhance their leadership presentation and activities that encourage audience understanding and participation in</p>	

			extending the discussion.	
<p>Tool 7: Skills in Collaborating, Teaching, and Mentoring</p> <p>Demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles including collaboration across disciplines and roles. Example: Work on a committee of a professional or community group concerned with children and families.</p>	<p>The Leadership Activity does not have provisions for collaborative work and mentoring.</p>	<p>The Leadership Activity incorporates small group collaborative discussion and planning that involves people of different backgrounds, occupations, ages and interests working together for the benefit of children.</p>	<p>The Leadership Activity results in a collaborative approach to problem-solving and continuation of its objectives through committee work, political action and setting a long-term agenda for school or community improvement to make educational resources and opportunities more available.</p>	
<p>Tool 9: Leadership Skills</p> <p>Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.</p>	<p>Little evidence of participating in partnerships or contributing to positive changes in the profession;</p> <p>Growth plan is vague and goals are unclear</p>	<p>Evidence of working with others to achieve positive professional outcomes;</p> <p>Articulates general growth plans.</p>	<p>Evidence of assuming leadership roles on relevant projects;</p> <p>Growth plan is specific.</p>	
Holistic Score				

### Scoring Guide for Leadership Activity

**Analytic Scores:**

- Does Not Yet Meets Expectations = 1
- Meets Expectations = 2
- Exceeds Expectations = 3

**Holistic Score:**

- Does Not Yet Meet Expectations = 4-6
- Meets Expectations = 7-9
- Exceeds Expectations = 10-12