

## LEE 241: Fieldwork in ECE

### **ECE Field Study Directions and Scoring Rubric**

This assignment involves making a field study in ECE programs or classrooms as part of the fieldwork requirements 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 is also required but may involve other activities, visits, observations, etc. The total number of required hours for fieldwork is 45 hours.

1. **THE FIELD STUDY:** Determine a problem or interest area to study in more depth at one or more of the field sites. Determine the purpose for a field study that you can complete during your field hours.
2. **COMPLETE FIELD STUDY PROPOSAL FORM:** Fill out the form below and have your LEE 241 instructor approve your field study. You can also use this form to share your study and obtain approval from the field site (school, program) administrator.
3. **QUESTIONS:** Explain why this study addresses your interest or ECE focus. Develop a series of questions to inform the study and reflect the purpose and context of the field study.
4. **PARTICIPANT(S) OR DATA SOURCES:** Determine who is going to participate in the study or other sources for your data. Obtain written informed consent if needed.
5. **THEORETICAL FRAMEWORK:** Choose a theoretical framework, ECE philosophy, etc. to guide your field study. Read at least two related books or articles from your LEE 241 reading list that are relevant to your research.
6. **OTHER RELATED INDIVIDUALS/SETTINGS:** In order to have a complete picture, one needs to understand more

about the relationships and different settings that affect those involved in the study. What other settings or programs do you need to visit and should other professionals or family members be interviewed for the study?

7. **DOCUMENTATION PLAN:** Determine how you will record information, collect data and document findings. In addition to observational notes or a journal, you may want to develop interview forms, use photographs or video tape, collect work samples, etc.
8. **MODIFY AND FINALIZE STUDY PLAN:** Conduct an observation to try out the methods you have selected and finalize the field study plan.
9. **IMPLEMENTATION:** Conduct the field study and document your findings.
10. **REFLECTION:** After completing field study, write a reflection concerning the findings, what was learned and how this field study assisted in enhancing your professional work and leadership in ECE. How does it assist you in identifying or complementing your final project?
11. **FIELD STUDY PRESENTATION:** The field study is shared in seminar, see schedule. The presentation is usually brief, 10-20 minutes. Use a powerpoint, video, etc. to help explain the study and your findings. Write a one-page summary with two or more references.
12. **LEADERSHIP ACTIVITY:** To demonstrate your leadership in our ECE field and for a grade of A in the class, you must present your field study to another interested audience, such as staff at the field site where you conducted the study, parents or an ECE organization.

Program Early Childhood Education Term \_\_\_\_\_

## LEE 241 Field Study Proposal

Student's Name: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Field Study Title: \_\_\_\_\_

\_\_\_\_\_

Problem or Reasons for Study: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Background and Research for Study (Theoretical and/or Practical): \_\_\_\_\_

\_\_\_\_\_

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Anticipated Contribution: \_\_\_\_\_

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\_\_\_\_\_

ATTACHED RESEARCH TOOLS—OBSERVATION FORM, QUESTIONNAIRE,  
TEST, ETC. BEING USED FOR STUDY.

**Assessment 4:**  
**LEE 241, ECE FIELDWORK**  
***The ECE Field Study - Leadership Activity***

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

**ECE Field Study -Leadership Activity:** Design or participate in a field study and leadership activity related to ECE specialization that enhances ECE quality. This activity is a critical demonstration of the candidate’s ability to provide effective professional leadership grounded in research and best practice and be an advocate for children and families. The field study -leadership activity rubric provides specific information on the three elements or phases of this activity: Conceptualizing Leadership Activity, Planning Leadership Activity and Implementing and Evaluating Leadership Activity,

Examples of possible leadership activities for ECE Teacher Leaders include: providing a workshop for families at the school on testing and the uses and misuses of test scores; creating a plan for adding a preschool to the school site; or offering an inservice on anti-bias curriculum resources and children’s literature. Examples of possible leadership activities for ECE Program Leaders include: providing a program for parents on the effects of TV viewing on children, developing a workshop for family-based ECE providers on obesity prevention in children or conducting a strategic planning session with a local ECE organization on ways to expand the availability of quality infant and toddler services.

Regardless of the setting or role of an ECE professional, advocacy for children, families and ECE programs requires specific leadership skills. It is crucial that ECE leaders employ strategies that persuade decision-makers to make constructive changes to improve ECE quality and make investments in children’s programs (Edelman, 2002).

*Background*

Numerous studies have demonstrated that ECE quality is directly and positively related to improved cognitive, social and behavioral outcomes for children as well as children’s later school success (Carolina Abecedarian Project.,1999; Cost, Quality and Child Outcomes Study Team, 1995; Frede, 1995; Galinsky, Howes, Kontos, & Shinn,1994; NICHD, 2002). Yet all of these same studies indicate that the quality of the vast majority of ECE programs continue to be low to mediocre quality. Minimal licensing requirements, low pay, lack of well-qualified ECE teachers and ECE leaders, turnover in the field, inappropriate curriculum, poor learning environment and other factors detrimentally affect ECE program quality in most preK settings.

ECE leaders play a pivotal role in creating a quality ECE program (Culkin, 1997). The extent that an ECE program leader is able to advocate for services, craft the organization’s mission, understand the organizational culture, manage for quality, build quality relationships and develop a quality ECE program determine the organization’s

well-being and effectiveness (Kagan & Bowman, 1997). Similar findings exist with respect to teacher leaders. ECE leaders who champion quality for children have the potential to have a significant impact. However the philosophical orientation and specific leadership skills needed are not always clear. Kagan and Hallmark (2001) argue that the traditional corporate model for leadership is not adaptable to the ECE field. Rather, “the intimacy, flexibility, diversity, and individualization of early childhood programs create a decidedly different leadership context than the formality, uniformity, rigidity, and bureaucratization that has been conventionally associated with a corporate setting” (p. 8). Collaboration, interpersonal communication, cultural competence, group decision-making and staff development are essential aspects to effective ECE leadership (Bella & Bloom, 2003). ECE leaders must exert at least five varieties of program leadership: community leadership, pedagogical leadership, administrative leadership, advocacy leadership and conceptual leadership (Kagan & Bowman, 1997). ECE leadership requires going beyond day-to-day crises to develop a vision of ECE in the context of the profession and the larger community (Bella and Bloom, 2003).

**ASSESSMENT 4: LEE 241: ECE FIELDWORK**  
**Leadership Activity Rubric**  
*NAEYC Standard 5; Essential Tools 3, 7, 9*

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

	<p>The activity is described but not presented to the identified audience.</p> <p>Participant feedback is not in the plan.</p>	<p>materials are prepared</p> <p>The audience is defined. The activity is presented and evaluated.</p> <p>The activity includes feedback from audience for evaluation.</p>	<p>comments and reflections. 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. Forward-looking recommendations are developed based on existing practices and research.</p>	
<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</p>	

			participation in extending the discussion of the activity.	
<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: MEETS EXPECTATIONS				

### 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