Course: ED S605 Early Childhood Education Principles and Practices (CRN 37954)

Meetings: Wednesdays
Time: 6:00PM – 8:00PM
Location: Course Home Site. Communication Section; Webmeet: Elluminate

Instructors:
Anne Oliver, M.Ed. Primary instructor of record for the course
   Email: anneinkodiak@yahoo.com
   Cell: (907) 942-3974
Susan Andrews, M.Ed. Instructional support
   Email: susan.andrews@uas.alaska.com
   Office Phone: (907)-796-6412
   Home phone: (907)-523-5689

Mode of Instruction:
• Elluminate discussions-All candidates expected to participate.
• Elluminate presentations, online Forum postings and Discussion Board
• Students will apply course principles through practical application followed by reflective reports based on personal insights.
• Individualized instructor feedback

Office Hours:
Anne Oliver: Available by appointment, via telephone and Eluminate
Susan Andrews: Office hours maintained M-T 10:00 – 4:00 and may be reached through our Toll Free Line: 1-866-465-6424 (ask to speak with Susan). Or you may call direct: 907-796-6412. I don’t mind receiving calls while working from home: 907-523-5689. Please, no calls after 9:pm. Appointments may be scheduled any time for a telephone conference or meeting via Eluminate.

Andrews/Oliver
ED 605 spring 2011
I. Catalog Course Description and Credit Hours of Course:

This course provides a survey of current research regarding early childhood education. Analysis of early childhood education theory as a base for teaching and curriculum decisions. Examination of issues within the home, school, and community which affect school success for children in preschool and primary grades. 25 hours lab required.

II. Prerequisite (s): N/A

III. Textbook and/or Required Readings:


  Participants need to choose 1 of the following titles to read and present/share with classmates:

  
  
  
  
  
Anti-Bias Education for Young Children and Ourselves by Louise Derman-Sparks, and J.O. Edwards, 2009. NAEYC

Contact information for MBS Direct: Phone: 1-800-325-3252  
Online: HYPERLINK "http://direct.mbsbooks.com/ualaska.htm" \t "I"  
http://direct.mbsbooks.com/ualaska.htm

IV. Technology Needed

Reliable high speed internet, computer, telephone, and e-mail. The ability to video record classroom practice may be required.
V. Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>SOE (Conceptual Framework) Standard Met</th>
<th>Grad (0r) Under-Grad Competencies</th>
<th>SPA, INTASC or National Board Standard Met</th>
<th>Assessment Ensuring that the Objective has been met</th>
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<tbody>
<tr>
<td>The candidate will demonstrate the knowledge and skills necessary to:</td>
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<tr>
<td>➢ analyze personal biases in order to become more sensitive to diversity issues experienced by young children and their families..</td>
<td>UAS SOE Goal 1: “Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.”</td>
<td>Communication 1.1 Candidates possess effective professional writing skills appropriate in their fields. 1.2 Candidates are effective in presentations and professional discourse. 1.3 Candidates use substantial comprehension skills in reading and listening.</td>
<td>NAEYC Standard 1: “Promoting child development and learning.”</td>
<td>Discussion Board participation</td>
</tr>
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<td></td>
<td>UAS SOE Goal 8: “Teacher candidates develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</td>
<td>Critical Thinking and Problem Solving 3.1 Candidates identify, analyze and conceptualize problems in their field. 3.2 Candidates evaluate and synthesize data, considering multiple perspectives.</td>
<td>NAEYC Standard 2: Building Family and Community Relationships; NAEYC Standard 6: “Becoming a professional (initial) OR Growing as a professional (Advanced)”</td>
<td>SOE Goal/Standard 7 paper</td>
</tr>
<tr>
<td>➢ demonstrate knowledge and familiarity with the early childhood code of ethical conduct for making professional decisions to include communicating, working, cooperatively and developing</td>
<td>UAS SOE Goal 8: “Teacher candidates develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</td>
<td>Communication 1.1 Candidates possess effective professional writing skills appropriate in their fields.</td>
<td>NAEYC Standard 6: “Becoming a professional (initial) OR Growing as a professional (Advanced)”</td>
<td>SOE Goal/Standard 8 paper</td>
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<td>Professional Behavior 2.1 Candidates recognize ethical and professional responsibilities.</td>
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<td>NAEYC Standards Knowledge paper</td>
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<td>Andrews/Oliver ED 605 spring 2011</td>
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<tr>
<td>professional relationships with colleagues.</td>
<td>2.3 Candidates can assume a leadership role, when necessary.</td>
<td>paper</td>
<td></td>
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<tr>
<td>➢ demonstrate strategies for including families authentically in early childhood programs.</td>
<td>UAS SOE Goal 7: “Teacher candidates work as parents, families, and the community.” UAS SOE Goal 9: “Teachers use technology effectively, creatively, and wisely</td>
<td>Communication 1.1 Candidates possess effective professional writing skills appropriate in their fields. Critical Thinking and Problem Solving 3.3 Candidates understand the holistic and systemic nature of issues in relation to various environments. NAEYC Standard 4: “Using developmentally effective approaches to connect with children and families.”</td>
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<tr>
<td>➢ recognizes the importance of families, involving them in planning their children’s learning as authentic partners in education while basing classroom practices on knowledge of current researched-based principles of early childhood education with respect for individual and cultural characteristics of students through the environment and curriculum.</td>
<td>UAS SOE Goal 7: “Teacher candidates work as parents, families, and the community.” UAS SOE Goal 9: “Teachers use technology effectively, creatively, and wisely</td>
<td>Communication 1.1 Candidates possess effective professional writing skills appropriate in their fields. 1.2 Candidates are effective in presentations and professional discourse. 1.4 Candidates understand the role of technology and effectively use it for professional communication. NAEYC Standard 4: “Using developmentally effective approaches to connect with children and families.” NAEYC Standard 6: “Becoming a professional (initial) OR Growing as a professional (Advanced)”</td>
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VI. Relationship of the Conceptual Framework to Standards

An increasing emphasis on professional standards for educators reinforces the relevance of the School of Education’s vision of an informed, reflective and responsive professional educator as the grounding tenants of our Conceptual Framework. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only an informed professional who actively reflects on his/her teaching and is responsive to student, family and community needs will be capable of meeting the intent of those standards. The general theme of our vision is that each of these areas strives to nurture and prepare professional educators so that they can meet the needs of diverse learners. Efforts include continuous endeavors to creatively incorporate technology throughout individual subject area fields, promoting understanding and appreciation for diversity, and support of the development of literacy skills needed in an increasingly complex society.

VII. Basis for Student Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Trends &amp; Issues Discussion Board</td>
<td>60</td>
<td>Discussion Board Posting as assigned</td>
</tr>
<tr>
<td>Initial post and response to classmates (see rubric for specifications).</td>
<td></td>
<td>See Schedule</td>
</tr>
<tr>
<td>Practical Experiences #1</td>
<td>20</td>
<td>Friday, February 18th</td>
</tr>
<tr>
<td>Practical Experiences #2</td>
<td>20</td>
<td>Friday, April 1st</td>
</tr>
<tr>
<td>Standard 7: (M.A.T. ECE) Final paper</td>
<td>50</td>
<td>Wednesday, April 27th</td>
</tr>
<tr>
<td>(see rubric for specifications)</td>
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</tr>
<tr>
<td>Standard 8: (M.A.T. ECE) Final paper</td>
<td>50</td>
<td>Wednesday, April 27th</td>
</tr>
<tr>
<td>(see rubric for specifications)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(M.Ed. ECE) Knowledge Statement</td>
<td>100</td>
<td>Wednesday, April 27th</td>
</tr>
<tr>
<td>(see rubric for specifications)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Presentation</td>
<td>P/F (100%)</td>
<td>As assigned</td>
</tr>
</tbody>
</table>

VIII. Explanation of Assignments

Readings

1. Text – main text to be assigned weekly
2. Group Activities and the Code of Ethical Conduct
3. Articles as assigned
4. Student selected readings from various sources to be cited as relevant in written work.

**Discussions**
1. Weekly discussion Board
2. Weekly in class discussions

**Work Products**
1. Code of Ethical Conduct – group activities
2. Practicum exercise 1 and 2; additional information to follow.
3. Presentation; additional information to follow.

**Final Papers**
M.A.T. ECE candidates write two (2) standards papers. Standard 7 & Standard 8
Additional information to follow.

M.Ed. ECE candidates write one (1) knowledge statement paper addressing the
NAEYC Standards. Additional information to follow.

- **Reflecting on Practical [practicum] Experiences**
You may write freely, journal style, and submit your work directly through the home site: Forum. *However, your writing must reflect graduate level work. Use the tools such as spell check that are available. Reread and review your writing for grammar, structure and wording prior to making the post. You can re-enter your post at any time in the future to continue making edits to the quality of your post. The length of the paper will be determined by the content of your activity and your personal exploration.* Once you have submitted your work, please take time to read over all entries from classmates and respond to the work of at least two of your classmates. Your responses need to be meaningful and offer constructive feedback. It will not be sufficient to simply say that you like….about someone’s experience. You must include your thinking to support your comments or provide your own examples to validate your point.

**Practicum reflection 1**
Reflect on your experiences as an educator. Think about the ECE Code of Ethics and how it relates (relevance) to issues you have encountered with regard to Section 1 (Ethical Responsibilities to Children) OR Section 2 (Ethical Responsibilities to Families). Give an example of when it was (or would have been) useful. Essentially, you will be writing a vignette that describes a situation in which using the Code of Ethics as a guiding document would have been helpful. Provide one or two ways in which the situation might have been addressed by following or using the Code of Ethical conduct as a resource. By now, you likely have a vignette
which exemplifies the principle(s) or need for the principle(s) be sure to identify the principle(s) you are addressing.

**Practicum reflection 2**
Based on your interactions with children’s families to date (or through your conversations and samples of parent communication and routines/procedures), focus and reflect on the extent to which families are involved as authentic partners in education. What does it mean to involve parents as authentic partners in education? Consider the pro and cons then take time to explore them. Are the teacher’s goals to involve families/parents clearly articulated or are parents simply provided with a menu of ways to assist in the child’s classroom? Explain. Are parents invited to share their personal, social and cultural goals for their child within the school context? Do parents want to be included in their child’s education? How are cultural and linguistic differences addressed, honored, and respected?

**PRACTICUM REFLECTION**
A guide to completing your report

You may write freely, journal style, and submit your work directly through the home site: Forum. The length of the paper will be determined by the content of your activity and depth of your personal exploration. Once you have submitted your work, please take time to read and respond to the work of your classmates. The ideas you present here may contribute to your standards paper.

Non-exhaustive list of items to consider including in reflection:
- Samples of parent communication that promote family involvement
- Descriptions of classroom procedures or routines that promote child/family involvement
- Evidence for how families/parents are involved as authentic partners in their child’s education
- Examples of how parent’s knowledge of their child is shared with and utilized by the teacher and/or school
- Thoughtful identification of possible pros and cons when considering cultural and linguistic diversity between families, schools, and teachers.
- Share your thoughts about how the teacher’s practice supports the short term goals for promoting family involvement and whether or not you perceive any long term benefit for the child or family as a result
- Are the goals set by the school and/or teacher similar or different to the goals or expectations of families/parents for their child attending school?
- If samples and examples are not available then consider:
  - What might you do
  - How would you encourage family involvement
  - Describes goals you might set for involving families
  - Describe three ways you might involve parents as authentic partners in their child’s education
  - How is the code of ethics used as a guiding document
Guide to using the Code of Ethics
by
Robert Nash and James Rest

1. What is the situation, and what makes it an ethical dilemma?

2. What values are involved?

3. Who is involved, and who will be influenced by the dilemma: children, situation?

4. In what way does time, location, or the process by which a decision is made influence the ethics of the situation?

5. What are some possible ways to address the dilemma?

6. What are some foreseeable consequences of responding to this dilemma in each of the ways identified?

7. What does the NAEYC Code say about various elements of the dilemma?

8. Eliminating responses that appear unethical and considering all the ethical possibilities, what is your decision?

***

FYI: The NAEYC position statement: Code of Ethical Conduct & Statement of Commitment, revised April 2005 is in the mail to you. Your copy will likely arrive the first week of the semester.
Presentation

Having self selected one of the optional book titles to read independently you will prepare a ‘book’ presentation (calling it a report is so old school) to classmates. Present the content of the book highlighting at least three salient points or ideas you consider noteworthy. You may feel as though you connect with the ideas or find the views in contrast to your own. Either is fine as the purpose of this task is to explore ideas and invite others into the process of discovery.

Content – With regard to content. You may:

- “present” on the over arching theme of the book,
- a specific book chapter with BIG ideas, or
- a section of the book

For your presentation, you may:

- Create an original work such as a vignette, essay, short story (short story may be a little long but you get the idea) or poetry that depicts the salient ideas or essential points from the book that serves as the basis for your group discussion.
  - Poetry, consider composing a Haiku for each of the salient points you wish to share as a means of introduction.
  - A song, rap, or ballad presented (you don’t have to be the one to sing your work though you need to have someone who can present it for you in recording).
  - A picture collage to be posted on the white board
  - Artistic rendering of Big Ideas to be used as a spring board for your presentation
  - A video of an interview that focuses attention on the Big Ideas from the book you have read.
- Use Eluminate (White Board) or other forms of technology. For example you may create a Power Point which can be sent ahead to me. I will be happy to posted on the home site for classmates to review during your presentation. Be sure to talk with Help Desk before you get started for advice and guidance on using technology if you are attempting to use software or tools we have not explored together.
- You may provide a self made video demonstrating an activity or strategy that represents the philosophical ideas contained within the book/chapter. Your video can be posted to the home site for classmates to view. Be sure to talk with Help Desk before you get started for advice and guidance on using technology.
- Submit information/handouts to be posted on the home site for classmates to read prior to class. You will need to refer to these handouts during your presentation or use as a basis for discussion. These may be from the entire book or a specific chapter or in some way, related to your focus.
- You may create an outline of headings that represent the Big Ideas starting with an abstract at the beginning and a summary at the end. You could then facilitate a shared brainstorming experienced to gather what others think they know about your topic. You would record these ideas then contrast (if you prefer-compare)
them with the ideas presented from your reading. This is an adult version, socially constructed Activator: KWL (identifying what you think you Know, Want to know, and have Learned) about this topic.
  ▶ Consider facilitating a study group
  ○ Other ideas are welcome to be explored or tried. This list is unrestricted in it’s creative potential.

Need to Do:

- Prepare for a one hour presentation.
- Participants choosing to work together on a title need to plan for the full class period (shoot for an hour and thirty minutes but may go up to two hours).
- Include time for Q & A discussion or plan for discussion rich activities throughout the presentation
- This assignment is P/F. Let’s have fun and enjoy learning these new ideas in unstructured non-linear ways. In other words, let’s enjoy our intellectual play.

May consider:

- including information on the individual(s) whose work you are presenting and how their contributions have lead to the development or design of programs or models in education. In some cases, the work may be seminal such as that by John Dewey, etc., or
- sharing how this information has influenced contemporary thinking and practice under the framework of Developmentally Appropriate Practice, or
- providing an example of a classroom procedure or activity that demonstrates the philosophy of the approach, method or BIG IDEA embraced and explain why, or
- sharing with the group how your understanding of this information fits into or compares with your personal early childhood philosophy,
- sharing ways to clarify the salient features of your presentation so that others walk away with new insights and understandings that are immediately useful.
- Please do not be limited by these few ideas for consideration. The potential is unlimited. You are invited to explore.

Definition of terms:
Vignette (literature), short, impressionistic scenes that focus on one moment or give a particular insight into a character, idea, or setting.

Essay, a short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative.

Short story, brief prose fiction. The term covers a wide variety of narratives—from stories in which the main focus is on the course of events to studies of character, from the "short short" story to extended and complex narratives such as Thomas Mann's *Death in Venice*. Most often the short story is restricted in character and situation and is concerned with creating a single, dynamic effect. Its length usually falls between 2,000 and 10,000 words.

Poetry- Writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through its meaning, sound, and rhythm. It may be distinguished from prose by its compression, frequent use of conventions of metre and rhyme, use of the line as a formal unit, heightened vocabulary, and freedom of syntax. Its emotional content is expressed through a variety of techniques, from direct description to symbolism, including the use of metaphor and simile.

Haiku, a form of traditional Japanese poetry. *Haiku* are comprised of 17 syllables. The first line of a haiku consists of five syllables. The second line consists of seven syllables. The third line consists of five syllables.

Abstract, writing that concentrates in itself the essential qualities of anything more extensive or more general, or of several things (ideas), essence.

Summary, is a brief statement or restatement of main points, esp. as a conclusion to a work.

Study group, an informal gathering of people who convene regularly to exchange ideas and information on a specific subject.

Seminal- highly original and influencing the development of future events: a seminal artist; seminal ideas.

**Final Papers**

The standards paper provides M.A.T. ECE candidates a singular opportunity to focus on and elaborate on a specific UAS Goal and performance indicator allowing greater depth to occur in one’s writing.

Knowledge paper M.Ed. ECE candidates will synthesize research, theory and personal experience within the context of the National standards. The writer is presented with the opportunity to define their vision for appropriate early childhood educational/classroom practice and early learning in the broad perspective.

**IX. Schedule**
Week #1
Class Meeting (1): WEDNESDAY, JANUARY 12, 2011
Introductions (pre-class assignment) posted through our Home Site; Forum. **Due today.**
Discuss course requirements and review course syllabus
Sharing Poetry: Anne

Week #2
Class Meeting (2) WEDNESDAY, JANUARY 19, 2011
Discussion board/Reflection #1 **Due Monday 01/17:** MTI Chapter 1: Development Issues Affecting Children (Pages 13-29).
Sharing: Poetry
**Schedule book presentations**
Practicum 1 in-class activities: The Code of Ethical Behavior
  - Vocabulary – definitions
  - PowerPoint
  - Discussion – unifying ground for the emergence of ECE as a professional group

WEEK #3
Class Meeting (3): WEDNESDAY, JANUARY 26, 2011
Discussion board/Reflection #2 **Due Monday 01/24:** MTI Chapter 2: Young Children’s Affirmation of Differences: Curriculum That Is Multicultural and Developmentally Appropriate (Pages 30-46).
Sharing: Poetry

  Practicum 1 in-class discussion & small group activity
  Continue to explore and reflect upon the Code of Ethical Conduct (By now you should have received your copy of the Code):
Reflect on your experiences as an educator. Think about the ECE Code of Ethics (guiding questions on page 11 of this syllabus) and how it relates (relevance) to issues you have encountered with regard to Section 1 (Ethical Responsibilities to Children) OR Section 2 (Ethical Responsibilities to Families). Think about an example of when it was (or would have been) useful. Essentially, you may be sharing a vignette that describes a situation in which using the Code of Ethics as a guiding document would have been helpful. This will help you begin thinking about your final paper(s).

WEEK #4
Class Meeting (4): WEDNESDAY, FEBRUARY 2, 2011
Discussion board/Reflection #3 **Due Monday, 01/31:** MTI Chapter 3: Perspectives on Inclusion in Early Childhood Education (Pages 47-68).
Sharing: Poetry

  Practicum 1 in-class reading and discussion: Case Study and the Code
  Q & A about writing up the practicum 1 report.

WEEK #5
Class Meeting (5): WEDNESDAY, FEBRUARY 9, 2011
Discussion board/Reflection #4 Due Monday 02/07: MTI Chapter 4: Working with Families of Young Children (Pages 69-80).
Sharing: Poetry
Practicum 1 in-class reading and discussion: Case Study and the Code

WEEK #6
Class Meeting (6): WEDNESDAY, FEBRUARY 16, 2011
Discussion board/Reflection #5 Due Monday 02/14: MTI Chapter 5: Developmental Appropriateness: New Contexts and Challenges (Pages 85-96).
Sharing: Poetry
Q&A Group sharing of current school issue regarding the Code
Practicum #2: An Introduction
Based on your interactions with children’s families to date (or through your conversations and samples of parent communication and routines/procedures), focus and reflect on the extent to which families are involved as authentic partners in education. What does it mean to involve parents as authentic partners in education? Consider the pro and cons then take time to explore them. Are the teacher’s goals to involve families/parents clearly articulated or are parents simply provided with a menu of ways to assist in the child’s classroom? Explain. Are parents invited to share their personal, social and cultural goals for their child within the school context? Do parents want to be included in their child’s education? How are cultural and linguistic differences addressed, honored, and respected?

WEEK #7
Class Meeting (7): WEDNESDAY, FEBRUARY 23, 2011
Sharing: Poetry
Sharing: Poetry
In Class Cultural Reflection: Quick Write (Kushner’s Twelve social or cultural identities)

Practicum #2: An Introduction

WEEK #8
Class Meeting (8): WEDNESDAY, MARCH 2, 2011
Discussion board/Reflection #7 Due Monday 02/28: MTI Chapter 7: Shaking the Very Foundation of Emergent Literacy: Book Reading Versus Phonemic Awareness (Pages 114-125).

Presentation pairs (2):

Practicum #2: Continue to focus and reflect expanding your attention to how family involvement is encouraged? What kinds of input about their children’s learning are families allowed? Include samples or provide examples of communication that promote and encourage family involvement. If you are a guest in another’s classroom take the time to talk with the host teacher. What are his/her views about encouraging family involvement?
**WEEK #9**  
**SPRING BREAK - NO SCHOOL**  
March 7 – 11, 2011

**WEEK #10**  
Class Meeting (9): WEDNESDAY, MARCH 16, 2011  
Discussion board/Reflection #8 Due Monday 03/14: MTI Chapter 8: Sensitivity to the Social and Cultural Contexts of the Play of Young Children (Pages 126-135).

Presentation pairs (2):

Now once again focus and reflect on the extent to which families are involved as authentic partners in education. Reflect on the short term goals set forth by the teacher’s practice and the impact this practice may have on the child long term. If little evidence is available to analyze then provide examples of what would be appropriate.

**WEEK #11**  
Class Meeting (10): WEDNESDAY, MARCH 23, 2011  
Discussion board/Reflection #9 Due Monday 03/21: MTI Chapter 9: Educational Technology in the Early and Primary Years (Pages 136-150).

Presentation pairs (2):

**WEEK #12**  
Class Meeting (11): WEDNESDAY, MARCH 30, 2011  
Discussion board/Reflection #10 Due Monday, 03/28: MTI Chapter 10: Counting the Cost of Caring: Intended and Unintended Consequences of Early Childhood Policies (Pages 153-163).  
Sharing: Poetry  
Practicum 2 due Friday, April 1, 2011.

Presentation (1):

**WEEK #13**  
Class Meeting (12): WEDNESDAY, APRIL 6, 2011  
Discussion board/Reflection #11 Due Monday, 04/04: MTI Chapter 11: Global Education: Why and When to Teach It? (Pages 164-176).  
Peer Review work with at least one colleague from class regarding your final paper(s). Instructors will not be offering editing or opportunities for revision on final papers once submitted.  
Sharing: Poetry

Presentation (1):

**WEEK #14**  
Class Meeting (13): WEDNESDAY, APRIL 13, 2011
Discussion board/Reflection #12 Due Monday, 04/11: MTI Chapter 12: The Professional and Social Status of the Early Childhood Educator.

Peer Review work with at least one colleague from class regarding your final paper(s). Instructors will not be offering editing or opportunities for revision on final papers once submitted.

Presentation pairs (2):

WEEK #15
Class Meeting (14): WEDNESDAY, APRIL 20, 2011
Peer Review work with at least one colleague from class regarding your final paper(s). Instructors will not be offering editing or opportunities for revision on final papers once submitted.
Sharing: Poetry

Presentation (1):

WEEK #16
Class Meeting (15): WEDNESDAY, APRIL 27, 2011
Sharing: Poetry

Presentation (1):

ALL FINAL PAPERS due today: Wednesday 04/27

X. Grading Scale & Rubrics

<table>
<thead>
<tr>
<th>Final Grades:</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
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<tbody>
<tr>
<td></td>
<td>94-100 %</td>
<td>90-93 %</td>
<td>88-89 %</td>
<td>84-87 %</td>
<td>80-83 %</td>
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<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>78-79 %</td>
<td>75-77 %</td>
<td>70-74 %</td>
<td>60-69 %</td>
<td>Below 60 %</td>
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</table>

Discussion Board Rubric
<table>
<thead>
<tr>
<th>Full credit (5pts)</th>
<th>The writer demonstrates reflection on their process and writing reflects high quality and is specific to the topic. Comments demonstrate critical thinking with understanding for classroom application including insights and questions that may emerge. The writer responds to the postings of multiple classmates and the ideas shared. Responses prompt critical thinking about the material. Feedback may include personal examples from experience used to highlight an idea or concept. In other words, the writer engages in professional discourse (dialog) in a prompt manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial credit (3-4pts)</td>
<td>The writer demonstrates reflection on the specific topic and writing reflects correct grammar and spelling. Comments demonstrate critical thinking with understanding for classroom application and may have insights or questions about the topic. The writer responds to the postings of one or two classmates in a limited manner. Responses or feedback may be general and offer little to help the writer expand in their thinking. The writer may attempt to dialog on the current topic.</td>
</tr>
<tr>
<td>Minimal Credit (1-2pts)</td>
<td>Reflections are minimal with inconsistent or little depth in relation to the topic. Platitudes or clichés are used rather than explicit detail or descriptive language. No sharing or responding to postings of classmates.</td>
</tr>
</tbody>
</table>

**Rubric for Practicum Reflective Reports**

**8-10 pts**
Reports are posted through the Home Site: Forum within a week of the activity being completed. *Your writing reflects graduate level work.* Submissions are analytical, constructive, and offer justification including examples of student work when appropriate. Reports describe preparations (research) to include meeting the diverse needs of students, the activity and how students responded to the planned activity (curious or reticent, etc.). The writer describes his/her new learning/insights from the experience and includes a self assessment or activity evaluation responding to what worked well & what might be done differently next time. The writer demonstrates reflection on their process and Writing includes at least two citations from current readings or independent reading sources with comments demonstrating critical thinking and syntheses of material. Writers may provide links to relevant literature and scholarly articles supporting their statements. The writer responds to the postings of two or more classmates and the ideas shared, with supporting evidence. Responses prompt critical thinking about the material. Feedback may include personal examples from experience used to highlight an idea or concept.

**5-7 pts**
*Writing reflects ongoing develop in organization and expression of ideas with clarity.* Submissions are generally received within a few days of due date. Responses are reflective, supportive, and offer thoughts, which are sometimes supported with examples. Demonstrates basic understanding of theories and topics. May include cites from the current reading or independent reading sources though links may not be clear. The writer demonstrates reflection on their process. The writer responds to the postings of two classmates with specific encouragement and support.

**0-4 pts**
*Writing reflects need to organize and express ideas clearly.* Submission of reading responses is untimely. Responses are basic, repetitive in nature and lacks personal insight. No justification is present. Demonstrates basic understanding of theories and topics. Feedback restates the information from our text reading and offers no cites. The writer demonstrates minimal reflection on their process.
<table>
<thead>
<tr>
<th>Name __________________________________________</th>
<th>Date: _____________</th>
<th>Points</th>
<th>Student score</th>
</tr>
</thead>
</table>

**SOE Goal/Standard 7:** A teacher works as a partner with parents, families, and with the community.

**Performance Indicator:** Recognizing the importance of families and involving them in planning their children’s learning.

1. **SOE Goal/Standard:**
   - A. Standards are listed individually in the beginning of the paper,
   - B. Narrative explains CLEARLY how the standards and performance indicators were addressed and met through readings and practicum’s, and assignments;
   - C. Narrative and references to assignments demonstrate your expertise with these standards and performance indicators as they relate to families as partners in their children’s learning experiences;

2. **Introduction:**
   - A. Topic or purpose of this paper is clearly introduced;
   - B. Background information offered to establish prior knowledge for reader;
   - C. Organization of paper is outlined;
   - D. Main points to be addressed in the paper are identified;
   - E. Introduction sparks in an interest for reader;

3. **Narrative Content for the SOE Goal/Standard:**
   - A. Demonstrates knowledge and growth in understanding the historical and philosophical foundations for working with families, and principles of early childhood education as they pertain to the topic;
   - B. Demonstrates knowledge and growth in understanding the implications of how diverse factors influence young children’s learning and development as it pertains to the topic;
   - C. Demonstrates importance of and growth in knowledge of early childhood programs and practices that respect the complexities of young children from diverse backgrounds and cultures;
   - D. States the importance of and growth in adapting programming for children with special needs;
   - E. Demonstrates importance of and growth in knowledge of the use of appropriate technology in early childhood education;
   - F. Demonstrates importance of and growth in knowledge of the roles and responsibilities of early childhood educators supporting all children in developing a healthy sense of self and well being;

4. **Presentation Format  All must be of graduate quality, neat, creative:**
   - A. **Typed Paper:** Correct spelling & grammar, and punctuation throughout. Paper must include a title page.
   - B. In text citations are APA style.
   - C. **Proof reading and editing is evident, little to no grammatical errors**

<table>
<thead>
<tr>
<th>Overall Score:</th>
<th>Not Met</th>
<th>Met</th>
<th>Target</th>
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**Notes:**
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<tr>
<th>Name ________________________________</th>
<th>Date: _____________________</th>
<th>points</th>
<th>Student score</th>
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</table>

**SOE Goal/Standard 8:** Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

**Performance Indicator:** Knows and utilizes the early childhood code of ethical conduct for making professional decisions.

1. **SOE Goal/Standard:**
   - Standards are listed individually in the beginning of the paper,
   - Narrative explains CLEARLY how the standards and performance indicators were addressed and met through readings and practicum’s, and assignments;
   - Narrative and references to assignments demonstrate your expertise with these standards and performance indicators;

2. **Introduction:**
   - Topic or purpose of this paper is clearly introduced;
   - Background information offered to establish prior knowledge for reader as it pertains to the Code of Ethical Conduct;
   - Organization of paper is outlined;
   - Main points to be addressed in the paper are identified;
   - Introduction sparks in an interest for reader;

3. **Narrative Content for the SOE Goal/Standard:**
   - Demonstrates knowledge and growth in understanding the historical and philosophical foundations of the NAEYC Code of Ethical Conduct and the principles of early childhood education;
   - Demonstrates knowledge and growth in understanding the implications of how diverse factors influence young children’s learning and development and the related impact on daily practice;
   - Demonstrates importance of and growth in knowledge of early childhood programs and practices incorporating current educational trends (closely linked to 3.b);
   - Importance of and growth in adapting programming for children with special needs;
   - Demonstrates importance of and growth in knowledge for the roles and responsibilities of early childhood educators relating to children, families and colleagues with the Code of Ethical Conduct as your foundation;
   - Demonstrates importance of working with multiple agencies and/or colleagues in support of the child as needed when the Code of Ethical Conduct is your foundation for professionalism (closely linked to 3.E);

4. **Presentation Format** All must be of graduate quality, neat, creative:
   - **Typed Paper:** Correct spelling & grammar, and punctuation throughout. Paper must include a title page.
   - **In text citations are APA style.**
   - **Proof reading and editing is evident, little to no grammatical errors**

<table>
<thead>
<tr>
<th>Overall Score:</th>
<th>Not Met</th>
<th>Met</th>
<th>Target</th>
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</table>

**Notes:**

SOE Goals/Standards papers
M.A.T. ECE Candidates Only
Two portfolio entries documenting competencies with relevant Alaska State Teacher Standards are required. You may submit entries to the instructor electronically as an attachment.

- **Length**: 3-5 pages (double space-not more than 10 pages including cover sheet and reference page)
- **Cover Page**:
  
  Name:

  Heading:

  SOE Goal/Standard # and statement written out

  ECE Performance Indicator

- **Introduction**: Explanation regarding the significance of the performance indicator, demonstrating your understanding of course content. This should provide a context and lead-in to your documentation.

- **Documentation and Resources**: Include examples from practicum work
  Photos, charts, newsletters, examples of children’s work, etc. are encouraged as ways to provide supporting documentation.

- **Conclusion**: Synthesize your ideas; be sure to include citations supporting your understanding of theory as you identify appropriate practice.

- **Reference**: A separate page is needed for references – double spaced with hanging indent

- **Writing needs to conform to basic APA style formatting**. A guide for basic APA style is available on the Home Site under Resources. If you prefer, the following link is another APA resource. [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

**Standards Papers**: demonstrate understanding of concepts, document competency with related skills, and reveal related dispositions. *Standards papers are collected by the student and saved for later analysis in the Capstone Portfolio Course. Your collection of previously written standards papers will include detailed reflections and analysis on evidence of teaching competencies documented throughout your program.*

Your writing needs to adequately support your understanding of the topic(s) and involve current resources for teaching. As you compose, please be mindful of providing culturally responsive opportunities for all students while also honoring diversity in all unique forms.

**Rubric: Knowledge Statement**
Name:                                                                                           Spring Semester 2011

**Classroom Management and Child Guidance in Early Childhood Education**

<table>
<thead>
<tr>
<th>Point values</th>
<th>Final points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. NAEYC Standard 6: Growing as a Professional; using the Code of Ethical Conduct</strong></td>
<td>5</td>
</tr>
<tr>
<td>A. A cover page is provided including the course number and title written out completely</td>
<td></td>
</tr>
<tr>
<td>B. National standards are identified on the cover page or at the beginning of the paper.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Introduction:</strong></td>
<td>20</td>
</tr>
<tr>
<td>A. The topic and purpose of the paper are clearly introduced</td>
<td></td>
</tr>
<tr>
<td>B. Background information on national organizations offered to establish prior knowledge for reader</td>
<td></td>
</tr>
<tr>
<td>C. Framework for the context of the paper is provided or outlined</td>
<td></td>
</tr>
<tr>
<td>D. Main points to be addressed in the paper are clearly identified (ties to the topic and purpose)</td>
<td></td>
</tr>
<tr>
<td><strong>3. Narrative Content:</strong></td>
<td>50</td>
</tr>
<tr>
<td>A. Narrative explains CLEARLY how professional educators would use the NAEYC Code of Ethical Conduct as a foundation for professional growth and well-being;</td>
<td></td>
</tr>
<tr>
<td>B. The body of the narrative provides clear evidence for the professional in <em>what</em>, <em>how</em> and <em>why</em> this content is considered important to the well being of young children within the defined context;</td>
<td></td>
</tr>
<tr>
<td>C. Narrative and examples demonstrate the theoretical basis for the national standards addressed and what this means in practical terms for child care providers, directors, and/or classroom teachers;</td>
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<tr>
<td>D. Provide a rationale, with citation(s), in support of teaching with the goal of using the Code of Ethical Conduct in your practice with children, families, and colleagues;</td>
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<tr>
<td>E. Include in your paper ways to inform parents of the Code for Ethical Conduct and how the document establishes a foundation for professional behavior and guidance in difficult situations;</td>
<td></td>
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<tr>
<td>F. Include how multiple forms of diversity are addressed with regard to children of diverse cultural backgrounds and how all are respected and valued for their unique contributions within the learning environment (think &amp; write from the broad perspective-rather than including a set of expectations);</td>
<td></td>
</tr>
<tr>
<td>G. Include evidence that individuals with physical, social, behavioral, emotional, and cognitive needs are forms of diversity but do not define the child. How does the NAEYC Code of Ethical Conduct support and respect for all children.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Conclusion</strong></td>
<td>15</td>
</tr>
<tr>
<td>A. Ideals are clear, written in a logical manner. Conclusion addresses the topic as stated in the introduction. No new ideas presented.</td>
<td></td>
</tr>
<tr>
<td>B. Writer goes beyond a simple narrative to synthesize the relationship between the standard, personal beliefs and classroom practices for the professional educator as they relate to guidance and development for young children.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Presentation format: Must be graduate quality, neat, creative, and thorough</strong></td>
<td>10</td>
</tr>
<tr>
<td>A. In text citations are APA style with each included in a complete reference page.</td>
<td></td>
</tr>
<tr>
<td>B. APA Formatting: 1 inch margins all around, TNR Font size 12, etc.</td>
<td></td>
</tr>
<tr>
<td>C. Proof reading and editing is evident, little to no grammatical errors (<em>this will be part of the peer review process prior to submitting work</em>)</td>
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</tbody>
</table>

**Total points** 100

| Grade range | Not Met (74% and below) | Met (75% -89%) | Target (90% - 100%) |

**Notes:**

Early Childhood Education Principles and Practices
NAEYC Knowledge Paper
M.Ed. ECE Candidates

Submitting final paper: M.Ed. ECE– Knowledge Statements
You will be synthesizing research, theory and personal experience within the context of the National standards. You are presented with the opportunity to define your vision for appropriate early childhood educational/classroom practice and early learning in the broad perspective.

- Length: 5-7 pages (double space) 10 pages maximum
- Times New Roman size 12 throughout the body of the paper
- Format:
  
  **Cover sheet / Heading:**
  
  Your Name
  
  Course number and title
  
  National Association for the Education of Young Children (NAEYC) Standards

**Introduction:** Identify your understanding of the course content and the validity within the early childhood years using NAEYC standards as a framework. Throughout this paper you will be documenting what you know about the content and how to teach it within the early childhood years. Do not write in first person or project what you *will do* but rather, present yourself as the professional educator who *is* explaining the knowledge base and *how* to use course content in one’s professional practice backed up by or supported by theoretical perspectives with appropriate citations. Throughout your paper, you will invite the reader into the broad perspective within the educational community and the role of the professional educator with respect to child development, community and diversity. This should provide a context and lead to your documentation. As you progress, you may insert a reasonable segue to the personal pronoun *I* culminating in acknowledgement of your current practice in the conclusion.

**Narrative Content**

**Resource / literature Review:** Should include multiple sources from the class readings and other pertinent journal articles or relevant books. All citations need follow basic APA formatting. The reference page must be on a separate sheet and adhere to APA formatting. Every citation must be in the references and every item in the reference section must be a citation within the body of the paper.

**Documentation:** What does it mean to be competent with content? What might the expectations be within the general ECE classroom when working with the course content? Include examples from practicum work, *if appropriate*, though your synthesis will not focus merely on your practicum experiences but provide a broader perspective of the content and the guiding standards for you at this point in your program and perceived application in your professional career (whether director, staff developer or classroom teacher).

**Conclusion:** May include personal opinions, insights, new learning, ponderings.
- Multiple relevant citations required to show the research and theoretical base.
- Papers should be carefully proofread for spelling, grammar and punctuation *before* being submitted – You must engage in peer review with at least one classmate.
- Use APA style to report cites within your paper. APA Formatting & Style Guide: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

XI. **Academic Policy Statement:**
Honesty in academic endeavors is a central tenet of the UAS philosophy. One may feel proud of accomplishments and success attained honorably through hard work. Knowledge gained in this way often leads to later success in professional pursuits and in personal life. Unfortunately, academic stress and anxiety sometimes impact the individual in ways that produce dishonest behavior, or taking an “easier” route to fulfilling academic responsibilities. Infractions of academic dishonesty can lead to serious consequences. Refer to the UAS Student Handbook for more details. Programs offered through the Learning Center and the Student Resource Center address topics such as study skills and time management to reduce stress and thus help to prevent dishonest behavior.

XII. Student with Disabilities:
To aid college students who experience a documented physical, cognitive, and/or psychiatric disability. Disability Support Services are available on all UAS campuses. The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities (See University of Alaska Regents Policy: www.alaska.edu/bor/policy/policy.xml). For further information on disability support services and guidelines about documentation please visit our website at www.uas.alaska.edu/dss  or:

<table>
<thead>
<tr>
<th>In Juneau:</th>
<th>In Ketchikan:</th>
<th>In Sitka:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(907)796-6000</td>
<td>(907) 228-4505</td>
<td>(907) 747-7716</td>
</tr>
</tbody>
</table>

Early contact with this program promotes a positive educational experience.

XIII. Civility and Harassment

Intellectual honesty, mutual respect, and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors which violate these basic values will not go unchallenged within our academic community.

UAS is committed to standards promoting speech and expression that fosters the maximum exchange of ideas and opinions. Ideally, discourse is open, candid, and characterized by mutual respect and dignity.

It is the goal of the University to foster a campus climate which promotes the ideals of civility and appreciation for the uniqueness of each member of our academic community.

XV. UAS Core Themes

The fundamental aspects and translations into practice of the University of Alaska Southeast’s mission are manifest in:
• Community Engagement (Sustainability, Partnership) – provide programs and services that connect and respond to the economic and social needs and resources of Southeast Alaska

• Student Success – provide programs and services that ensure student access, achievement, retention, and completion of educational goals

• Teaching and Learning – provide a diverse range of programs and services (e.g., liberal arts; professional and technical; certificate, associate, baccalaureate, and graduate; continuing education) that result in academic excellence and demonstrate effective and innovative practices (e.g., on-line/mobile learning, scholarship, field experiences, internships, co-curricular activities, integrative learning, learning communities)

• Research, Scholarship, and Creative Expression – provide programs and services that support research, scholarship, and creative expression by faculty, staff, and students

XIV. Dispositions for Professional Educators

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.

2. Appreciate unique thinking processes of learners at different stages of development

3. Appreciate multiple perspectives and value individual differences.

4. Commit to professional discourse about content knowledge and student learning of content.

5. Value assessment and instruction as integrated processes.

6. Commit to ensuring student well being and development of self-regulation and group interaction skills.

7. Recognize the school as an integral part of the community and value parents as partners in promoting student learning.

8. Value professional ethics, democratic principles, and collaborative learning communities.

9. Value technology as a tool for student and teacher lifelong learning.
XV. References


Derman-Sparks, L. and Edwards, J.O., (2010), Anti-Bias education for young children and ourselves. NAEYC. Washington, DC.


