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**ECED 265:**

**Leadership and Professionalism in**

**Early Childhood Education (3 credits)**

**Salish Kootenai College**

**Division of Education**

**Spring Quarter 2016/2017**

**Wednesday and Friday: 9:30-10:50 am**

**EVSTV 114**

**Personal Information**

**Instructor**: Manda Davis

**Office:** Education Building 119

**Office Hours:** Please see attached schedule (also posted by the door of my office)

**Telephone:** 406-275-4771

**Email:** manda\_davis@skc.edu

Required Resources:

Biddle, Julie K. (2012). *The Three R’s of Leadership: Building effective early childhood programs through relationships, reciprocal learning, and reflection.* Ypsilanti, Michigan: High Scope Press.

Feeney, Stephanie. (2012). *Professionalism in Early Childhood Education: Doing our best for young children*. Upper Saddle River, NJ: Pearson Education, Inc.

Other select chapters and articles will be provided, including select assignments and resources from:

Sergiovanni, Thomas J. (2007). *Rethinking Leadership: A collection of Articles*. Thousand Oaks, California: Corwin Press.

Montana Early Childhood Higher Education Consortium. (2013). *Montana Early Care and Education Knowledge Base:* *A guide to professional early care and education practice: what early childhood practitioners need to know, understand, and be able to do.* Montana Early Childhood Project and the Montana Early Childhood Service Bureau.

**Course Description and Objectives**

***Go to the people.***

***Learn from them.***

***Love them.***

***Start with what they know.***

***Build with what they have.***

***But the best of leaders when the job is done,***

***When the task is accomplished,***

***The people will all say,***

***“We have done it ourselves.”***

**(Lao Tzu, 604 B.C.)**

This course is developed with the belief that effective leaders serve others in a relationship-building atmosphere. Students will explore a variety of techniques that encourage the promotion of professionalism and leadership in the field of early childhood.

In this course we will discuss strategies that promote:

* The professional status of early childhood education
* Positive relationships between educators and families
* Technical competence: The knowledge and skills that are needed to work effectively with young children
* Moral competence: The professional behaviors needed by early childhood educators, including communication skills, work ethic, and professional ethics
* Ethical and professional standards, engaging in advocacy for children, families, and the profession
* Reciprocal learning and reflection
* Shared responsibility among the members of a school community

STANDARDS SUPPORTED IN THIS COURSE

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| Standards Addressed | Critical Assignments: all students enrolled in ECED 265 must complete these assignments at a satisfactory level. |
| **Chapter 58 Professional Educator Preparation Program 1 (s):** uphold and use the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community | Case Study Analysis with NAEYC Code of Ethical Conduct |
| **Chapter 58 Professional Educator Preparation Program 1 (v):** identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field | Leadership and Professional Assessment with Goal Plan |
| **Chapter 58 Professional Educator Preparation Program 1 (w):** engage in informed advocacy for young children and the early childhood profession. | Leadership and Professional Assessment with Goal Plan |
| **InTASC Principle 9: Professional Learning and Ethical Practice:** The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | Reflective Written Analysis #9 (ECP3 Degree) |
| **NAEYC STANDARD 6. BECOMING A PROFESSIONAL** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. | Reflective Written Analysis #6 (Early Childhood Degree) |

**Cultural Relevancy**

Cultural relevancy will be addressed in this course through the teaching methods, assignments, discussions, and strategies modeled and utilized by the instructor. Young children benefit from well-planned, intentionally implemented, culturally relevant curriculum that both supports and challenges them.

**Candidate Objectives:**

1. Students will participate in discussions, activities and reflective writing assignments that explore concepts of leadership and professionalism in diverse communities.
2. Students will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.
3. Students will analyze the impact of culture and diversity in the populations they serve.
4. Students will practice specific strategies in resolving cultural conflicts to build relationships with children and families.

**Citizenship**

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

**Candidate Objectives:**

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

**Critical Thinking**

This course will encourage critical thinking skills by having students apply and critique information.

**Candidate Objectives:**

1. Students will apply information learned in class to improve their work with parents, children, and other professionals.
2. Students will problem solve various factors pertaining to the application of class materials, handouts, and discussions.
3. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques, and comparing information to cultural issues.

**Communication**

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

**Candidate Objectives:**

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| **bd04922_Please keep cell phones off or on the silent mode and out of sight. If there is an emergency and you must take a call, please leave the classroom so as to disrupt the class as little as possible. Text messaging during class is unacceptable.** |

1. Demonstrate effective oral communication skills when participating in class assignments.
2. Use proper writing when completing class assignments.
3. Candidates will accurately cite and reference resources using APA style.

**Grading System**

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| Attendance and Participation (10 points per class) x 20 | 200 points |
| Weekly Assignments (10 points per class) x 20 | 200 points |
| Autobiographical Statement Rough Draft | 25 points |
| Autobiographical Statement **Final Draft** | 25 points |
| Leadership and Professional Assessment with Goal Plan Rough Draft | 25 points |
| \*\*Leadership and Professional Assessment with Goal Plan **Final Draft** | 25 points |
| \*\*Case Study Analysis Presentation | 50 points |
| Reflective Written Analysis Rough Draft | 25 points |
| Reflective Written Analysis **Final Draft** | 25 points |

TOTAL: 600 points

**\*\* Portfolio requirements** for both ECE and P-3

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-0-59%

**\*Tutors are available for students.** Please contact the instructor if you have any questions or need a tutor.

**Late assignments will not receive full credit**. 15% will be deducted on all late assignments. May 1st is the midterm deadline for late work for the first half of the quarter. An opportunity for make-up work is provided on an individual basis for emergency situations and on a limited basis. **No late assignments accepted after June 7th** for the 2nd half of the class**.**

**All assignments are due at the beginning of class**

**Reasonable Accommodation**

Accommodations are provided to students with diagnosed disabilities through the Student Services Department. Contact Linda Pete, Disabilities coordinator at (406) 275-4968 or linda\_pete@skc.edu. It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

**Attendance**

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible duplicate outside of class. Attendance and participation (including in class activities and readings) is graded at 10 points/class.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. Students must be in class to complete and present assignments on the day they are due. Students missing more than **six classroom** hours may receive a failing grade and are recommended to withdraw from the class.

**Credit Hours**

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour, which is approximately 8 hours per week.

**ECED 265 Leadership and Professionalism in Early Childhood Education**

**Assignment Descriptions**

**Attendance and Participation:**

Attendance and Participation are crucial to your success in Leadership and Professionalism in Early Childhood Education. You are expected to attend and participate in all classes.

**Readings and Weekly Assignments:**

Reading and activity assignments will be assigned weekly. Please come prepared to discuss these readings and participate in in-class activities based on them. Reading is to be completed before class. Points will be deducted if candidates are unprepared.

**Autobiographical Statement** (Including Statement of Commitment

and Application)

**\* Leadership and Professional Assessment with Goal Plan**

This TEP 1 artifact for both ECE and P-3 will summarize your goals and action steps to guide you towards leadership and professionalism in your education career.

** \*Case Study Analysis (using NAEYC Code of Ethics):**

You will be given a case study to analyze using the NAEYC Code of Ethics.

You will be expected to present your case study to the group (ex: lecture style, power point, visual, etc….). See the attached rubric for assessment criteria. This is a TEP 1 artifact for both ECE and P-3.

**Reflective Written Analysis (RWA)- NAEYC Standard 6 for ECE, InTASC Principle 9 for P-3**

This is a 1-2 page essay. Include a title page and a reference page.

1. Write an introduction that describes the principle or standard and tell why it is important to the field of Early Childhood.
2. Explain how the principle or standard is important in your teaching.
3. Describe ways you have implemented the principle or standard in your lessons and/or what you plan to do when you teach.
4. Write a conclusion that reinforces your belief in the importance of the standard.

**NAEYC Standard 6:** Becoming a Professional

“Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.”

**InTASC Principle 9:** Professional Learning and Ethical Practice

“The candidate teacher engages in ongoing, professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.”

**Case Study of NAEYC Code of Ethics**

**For ECED 265 Leadership and Professionalism**

**TEP 1 Requirement**

**ECE: NAEYC Standard 6**

**P-3: InTASC Principle 9**

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_Manda Davis\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Criteria** | **0 = Unacceptable** | **1 = Developing** | **2 = Proficient** | **3=Exemplary** |
| **Chapter 58 Professional Educator Preparation Program 1 (s):** uphold and use the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and other applicable regulations and guidelines to analyze, resovle, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community | Candidate shows little or no evidence of applying ethical guidelines to early childhood practice through the case study analysis. Practice examples are not linked to ethical or professional standards.  The written portion of the case study contains multiple errors and does not follow APA style.  Presentation is incomplete. | Candidate provides a least two examples from the case study applying ethical standards to early childhood practice. Candidate shows a beginning understanding of linking practice to ethical and professional standards.  The written portion of the case study has some errors and loosely follows APA style.  The presentation is complete and presented to the group. | Candidate provides at least three examples from the case study applying ethical standards to early childhood practice. The candidate is able to clearly and effectively link examples of children’s characteristics and needs to both ethical and professional standards.  The written portion of the case study has few errors and follows APA style.  The presentation is complete and presented to the group. | Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others. |

**Score:\_\_\_\_\_\_\_\_**

**Comments:**

**Leadership and Professional Assessment with Goal Plan**

**For ECED 265 Leadership and Professionalism**

**TEP 1 Requirement**

**ECE: NAEYC Standad 6**

**P-3: InTASC principal 10**

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_Manda Davis\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Criteria** | **0 = Unacceptable** | **1 = Developing** | **2 = Proficient** | **3=Exemplary** |
| **NAEYC Standard 6d:**  **Integrating knowledgeable, reflective, and critical perspectives**  **InTASC Principle 9:**  Professional Learning and Ethical Practice  The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | Candidate provides no or minimal reflection based on leadership or professional assessment. Shows little to no understanding about how his/her professional behavior impacts others. Does not link professional goals to assessment. | Reviews and analyzes leadership and professional assessment with regards to the candidates own professional strengths and areas for future growth.  Analysis may lack clarity. Shows a beginning understanding of how his/her professional behavior impacts others.  Writes professional goal plan based on analysis of assessment; addresses all key areas of assessment in analysis and writes at least two professional goals.  (see four standards below) | Systematically reviews and analyzes the **leadership and professional assessment** with regards to the candidates own professional strengths and areas for future growth.  Analysis is clear and logical. Shows understanding of how his/her professional skills impact others.  **Writes a professional goal plan based on analysis of assessment; addresses all key areas of assessment in analysis and writes at least four professional goals.** | Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others. |
| **Chapter 58 Professional Educator Preparation Program 1 (v):** identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field | Candidate does not identify a strategy for becoming involved in the early childhood field or does not initiate the strategy. | Candidate uses the professional assessment to help identify at least one strategy for becoming professionally involved in the early childhood field and explains how they will initiate the strategy. | Candidate uses the professional assessment to set professional goals, to **identify at least two strategies** for becoming professionally involved in the early childhood field and explains how they will initiate the strategies. | Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others. |
| **Chapter 58 Professional Educator Preparation Program 1 (w):** engage in informed advocacy for young children and the early childhood profession. | Candidate does not identify a strategy for engaging in advocacy or does not initiate strategy. | Uses professional assessment to help identify at least one strategy for engaging in advocacy and describes how the strategies will be initiated. | Uses professional assessment to set professional goals, help **identify at least two strategies** for engaging in advocacy and describes how the strategies will be initiated. | Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others. |

Score\_\_\_\_\_\_

Comments: