



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 601 Frameworks for Early Childhood Education (3:3:0)

Fall 2011

Thursday, 7:20-10:00

East Building, Room 201

Instructor: Mona Assaf

Office: By request

Telephone: Will be distributed in class

Email address: massaf@gmu.edu

Office hours: Before and after class. By request.

Course Description

Analyzes foundational frameworks for developing perspectives for working with culturally, linguistically, and ability diverse young learners, birth to age 8, and their families. Examines foundational work from fields of early childhood education, early childhood special education, multicultural education, and second language acquisition and bilingual education.

Prerequisite: Must be taken with or after final course of program.

Note: Must be taken as final course or with final courses of the program.

Nature of Course Delivery

The class will have lecture, discussion, and group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to do the following:

1. Demonstrate knowledge of key foundational theory and research related to working with culturally, linguistically, and ability diverse young learners, birth through age eight and their families.
2. Demonstrate a willingness and ability to engage in critically reflective practice.
3. Demonstrate the ability to analyze the readings, personal experiences and learning activities from a socio-cultural and social justice perspective, from the perspectives of the separate disciplines of early childhood education, early childhood special education, bilingual education, and multicultural education, as well as from a unified perspective.
4. Demonstrate the ability to link theory, research, and practice to dilemmas that occur in providing services to diverse young learners and their families, including those related to democracy and social justice.
5. Demonstrate the ability to lead integrative seminar discussions using theoretical and research readings.

6. Demonstrate the ability to assess seminar participants' prior knowledge and to utilize adult learning principles in seminar leadership.
7. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy- bringing together research, theory, and critical analysis of current issues.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Readings

Posted on Blackboard

Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher (The getting of wisdom & Storming the Citadel)*. San Francisco: Jossey-Bass. Retrieved from http://stephenbrookfield.com/Dr._Stephen_D._Brookfield/Articles.html **(Section available on Blackboard)**

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse. **(Section available on Blackboard)**

Florio-Ruane, S. (2001). *Teacher education and the cultural imagination: Autobiography, conversations, and narrative*. Mahwah, NJ: Lawrence Erlbaum. **(Chapter available on Blackboard)**

To be purchased by students

Dewey, J. (1938). *Experience and education*. New York: Touchstone.

Freire, P. (2000). *Pedagogy of the oppressed* (Sub ed.). New York: Continuum.

Harry, B. & Klinger, J. (2006). *Why are so many minority students in special education: Understanding race and disability*. New York: Teachers College.

Kohn, A. (2011). *Feel-Bad Education and Other Contrarian Essays on Children and Schooling*. Boston: Beacon Press.

Nieto, S. (2009). *The light in their eyes: Creating multicultural learning communities* (2nd ed.). New York: Teachers College.

Recommended Texts

This course requires the development of a statement of guiding principles. Thus, it is recommended that students make use of all of the texts that have been used in their prior semesters of coursework. In addition, the following texts might serve as useful reading resources for the guiding principles paper and to assist students in preparing for seminar leadership.

- ✓ Banks, J. A. (2005). *Cultural diversity and education: Foundations, curriculum, and Teaching* (5th ed.). Boston: Allyn and Bacon.
- ✓ Baker, C., & Hornberger, N. H. (2001). *An introductory reader to the writings of Jim Cummins*. New York: Multilingual Matters, LTD.
- ✓ Brookfield, S. (2004). *The power of critical theory. Liberating adult learning and teaching*. Jossey-Bass.

- ✓ Dahlberg, G., & Moss, P. (1999). *Beyond quality in Early Childhood Education*. Philadelphia: Falmer.
- ✓ Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- ✓ Gallagher, D., Heshustus, R., Iano, R. P., & Skrtic, T. M. (2004). *Challenging orthodoxy in special education: Dissenting voices*. Denver, CO: Love Publishing.
- ✓ Garcia, E.E., & Frede, E.C. (2010). *Young English language learners: Current research and emerging directions for policy and practice*. New York: Teacher's College Press.
- ✓ Goldstein, T. (2000). I'm not White: Anti-racist teacher education for White early childhood educators. *Contemporary Issues in Early Education*, 2, (1), 3-13. Retrieved from http://www.wwwords.co.uk/ciec/content/pdfs/2/issue2_1.asp#1
- ✓ Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- ✓ Kincheloe, J. L., & Steinberg, S. R. (1998). *Unauthorized methods: Strategies for critical teaching*. New York: Routledge.
- ✓ Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Crown Publishers.
- Lewis-Charp, H. (2003). Breaking the silence: White students' perspectives on race in multiracial schools. *Phi Delta Kappan*, 85(4), 279-285.
- ✓ Mallory, B. L., & New, R.S. (Eds.). (1994). *Diversity and developmentally appropriate practice*. New York: Teachers College Press.
- McIntosh, P. (1997). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 49, 10-12. Retrieved from <http://www.nymbp.org/reference/WhitePrivilege.pdf>
- ✓ Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed). New York: Teachers College.
- ✓ Oakes, J., & Lipton, M. (1999). *Teaching to change the world*. New York: McGraw Hill.
- Polite L., & Baird Saenger, E. B. (2003). A pernicious silence: Confronting race in the elementary classroom. *Phi Delta Kappan*, 85(4), 274-278.
- ✓ Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago.
- ✓ Sleeter, C., & McLaren. (1995). *Multicultural education, critical pedagogy & the politics of difference*. Albany, NY: State University of New York.
- ✓ Wink, J. (2004). *Critical Pedagogy: Notes from the real world* (3rd ed). New York: Addison Wesley Longman.

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301.gen.html>].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements**General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all

written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86
 B- = 80 – 82 C = 70 – 79 F = < 70

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Seminar Leadership	Ongoing	40
Autobiographical Connection Journal on Blackboard	5 submissions, dates indicated on schedule	15
Statement of Guiding Principles for Teaching and Learning		30
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Seminar Leadership (40 points)

This assignment is designed to support the development of students' professional leadership skills. Students are expected to use adult learning principles to plan and lead a seminar and a reflective practice workshop with a focus on one of the course texts.

As leadership teams, students will be responsible for leading a seminar session on one of the class texts. The task of leadership is to scaffold and support classmates' understanding of the key issues raised by the author, including at least two activities that enable participants to dialogue with each other about the book's key ideas, particularly as they relate to social justice issues faced by culturally, linguistically, and ability diverse young children and their families, including those living in poverty. The leadership plan should model the author's ideas and embody the perspective of the text, involve classmates in a stimulating and thought provoking learning process, include multiple and varied learning opportunities, including hands-on activities. Leadership will give classmates the opportunity to dialogue and critically reflect about the book's key ideas, issues of social justice, and their own assumptions, values, and views. It will also allow participants to address questions, concerns/challenges and to consider what would help them to implement the authors' ideas in their personal life or in their professional work with diverse communities, including those living in poverty. It is important that leadership groups stay focused on the text and its contribution to the field. Participants should feel as if they have been to an intimate book club meeting where they could really dig deeply into the text they have experienced.

As a part of their seminar leadership, students will create a multimedia product based on the critical analysis of the author's views and the social justice issues impacting culturally, linguistically, and ability diverse young children and their families, especially those living in poverty. The creative product should stimulate critical reflection and dialogue through the creative use of music, film, personal stories, interviews, newspaper clippings, photos, art, and any other relevant material or resources. It is expected that an e-file of the multimedia representation will be posted on Blackboard. For the in-class presentation, students will lead the discussion centered on the multimedia experience. The seminar leadership plan submitted to the

instructor should incorporate the plan for using the multimedia resource to engage the class and elicit reflection.

Each member of the seminar group is responsible for assuming a leadership role. Leadership will be demonstrated by students' ability to function as experts with reference to the readings and on their ability to support, monitor, and evaluate participants' learning. It is their job to ensure that all class members have participation opportunities. The reading should be the focus of the day, and all class members should have the opportunity to demonstrate their understandings of the reading.

At least a week prior to the seminar, student leadership will do the following:

1. Meet with the instructor and submit a detailed plan outlining the key points to be addressed and proposed activities.
2. Finalize plans after receiving course instructors' feedback; and
3. Prepare classmates for any assignments or roles they will be given.

On or before the Sunday before the seminar, the leadership will do the following:

1. Provide the instructor with a detailed plan and all handouts to be used.

On the day of the seminar, the leadership will do the following:

1. Provide peers with an evaluation form to provide feedback on the session;
2. Bring handouts and any relevant materials to support class activities; and

One week after the seminar, the leadership will do the following:

1. Meet to debrief with the course instructor.

After debriefing with the instructor, students will do the following:

2. One group member will post on Blackboard a copy of seminar agenda, relevant files, list of resources, handouts, and analysis of feedback. This should be posted in the appropriate seminar leader drop box.
3. Each individual group member will post a short critically reflective piece on the process, including challenges experienced. Please make note of the rubric to be sure you have included all required elements. Grade yourself based on the description of the role of a seminar leader as described above in the Seminar Leadership assignment. This reflection is not to be shared; it is to be posted in the individual reflection drop box on blackboard.

Autobiographical Connection Journal on Blackboard (15 points: 3 points each for each of five entries)

This assignment is designed to stimulate students' thinking about how the text relates to who they are and how their life history and the reading impacts their emerging guiding principles about working with CLAD children and their families. Students will post their entries on their personal Blackboard journal. Students will complete entries related to each of the class readings.

Students are expected to maintain an autobiographical journal in which they will critically reflect on their life experiences through the lens of the assigned foundational works. They are expected to use examples from their personal experiences or dilemmas from their work with diverse children to reflect on how their perceptions and assumptions influence their actions and behaviors towards culturally, linguistically and ability diverse young children and their families. As they reflect on the ideas/themes presented by the author, they will ask themselves "why?"

they have such feelings, views, reactions, etc. They will explore the basis of what comes up for them and of the assumptions they hold and examine the experiences that helped form the views. Using the message and key points of the assigned readings, they will explore alternative ways of thinking and behaving. While this is not a formal paper, it is expected that students will make explicit links to the texts they are reading (with appropriate citations) and to class discussions.

Each journal submission need not be any more than two pages. A possible way of organizing it would be: Key points from the text that came up for the student; how the text relates to the student's own prior experience, professional perspective, cultural view; how the text may connect to the student's emerging guiding principles; issues and concerns that come up for the student while reading the text.

To access Blackboard-GEHD enter the URL <http://courses.gmu.edu> into your browser location field. Your password is same as the one for GMU email. For help with Blackboard, go to <http://irc.gmu.edu> or to Collaborative Learning Library at JC 311.

Statement of Guiding Principles for Teaching and Learning (30 points)

Students will write a guiding principles narrative and future directions narrative.

The final paper should have three broad sections:

Introduction and Personal Narrative

This portion of the narrative will provide a reflective picture of the student as a learner, and describe who the student was when they entered the program, what brought them to this point, and how the student integrated the knowledge, skills and experiences they gained through their journey in the GMU program. Because the key to good reflection and self-reflection is critical analysis, students will strive to ask the question "why?" They will ask "why did this touch me? What in my own previous experiences influenced how I thought about this? What assumptions did I have about working with children and families? How were those assumptions challenged, changed or reinforced? What helped or did not help me to see things from another perspective? What is still hard for me? What do I still wonder about?" These questions will help students demonstrate their skills as critically reflective practitioners. They will speak about their practice and their lives in a way that is authentic and consistent.

Some of the following questions may assist students in being critically self-reflective:

- 1) What parts of the program's interdisciplinary philosophical base have been most significant for you (challenging, pivotal) and why?
- 2) What insights have you gained about multiple perspectives (including differences among the disciplines of special education, early childhood education, bilingual education, and multicultural education; aspects of gender, culture, and family experience; and sociocultural context)?
- 3) How have you changed as a learner and what influenced that change? For example, as you look back on your early readings, papers, views expressed in class discussions, and your experience with the ECE program's instructional strategies, what has changed and why?
- 4) What has surprised you about what you have learned and why?
- 5) What questions remain unanswered for you as a learner and a teacher?

Guiding Principles Narrative

Students will write a narrative that discusses the principles that guide or will guide their practice with culturally, linguistically, and ability diverse young children and their families. They will develop at least 6 to 8 guiding principles to discuss in their guiding principles narrative. The narrative will include an introduction that provides an overview of the guiding principles. The body of the narrative will provide a discussion of each of the principles. The narrative will conclude with a summary of the principles discussed. Students are expected to use citations to reference the texts in this class and throughout the program that influenced their thinking. The guiding principles narrative will be 10 to 16 double-spaced pages.

For each principle, students will discuss what program experiences, coursework, and/or internships influenced the development of the principle and the related practices. For each principle, the student should provide three specific examples of artifacts that best support the principle. Students will think about themes and connections they made with texts, ideas, theories and experiences. They will explain how and why these were significant to them and elaborate on the process by which they contributed to the specific guiding principle. Students will identify and critically analyze the specific readings, theories, presentations, models in early childhood education, etc. that they found especially important, meaningful or problematic/challenging. Students will use specific examples/stories to illustrate their points, including examples from their field experiences and the dilemmas they faced.

Future Directions Narrative with Frameworks Integration

Students will write a narrative that discusses the future implications of their engagement in the early childhood education program. This narrative will include thoughts about their career goals and future practice, as well as a discussion of questions and insights that have emerged as a result of the readings and discussions in Frameworks. The Future Directions Narrative will be approximately 2 double-spaced pages.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
September 1:	Discussion of course syllabus Overview of class texts Guidance on seminar leadership Guidance on guiding principles	Read: Brookfield; Course syllabus posted on Blackboard Participation: Whole class discussion
September 8:	Discussion of critical reflection, autobiography, social justice, and core concepts for integrated perspective Selection of seminar leadership teams	Read: Cowhey and Florio-Ruane Participation: Whole class discussion of key themes in Cowhey and Florio-Ruane
September 15:	Discussion of personal critical reflection. Guidance on guiding principles Initial thoughts on Dewey	Begin Reading: Dewey Written Due: Blackboard Autobiographical Journal on Brookfield, Cowhey & Florio-Ruane (#1) Participation: All students to discuss initial thoughts on Dewey. Begin thinking about Guiding Principles Paper
September 22: Leadership Group meetings	Leadership group preparation; continue reflection on progressive education; implications for CLAD learners and the role of teachers.	Reading: Continue Dewey Participation: Each leadership schedules a meeting with Instructor
September 29: Face-to-face class; Dewey seminar	Seminar leadership on Dewey text.	Reading: Finish Dewey Participation: Student leadership on Dewey text with whole group participation.
October 6: No face-to-face; in person meeting with Dewey and Freire Groups	Seminar leadership critical reflection. Leadership group on Dewey text debrief with instructor Leadership group on Freire text meet with instructor for seminar planning	Read: Freire Written Assignment: Blackboard autobiographical connection on Dewey text due (#2) Participation: Leadership groups for Dewey and Freire texts only meet with instructor
October 13: Face-to-face class; Freire seminar	Seminar leadership on Freire text. The power of race in Early Childhood Education	Read: Finish Freire Written Due: Leadership group on Dewey text submit individual seminar leadership reflections Participation: Student leadership on Freire text with whole group participation

October 20: no face-to-face; leadership groups meet	Critical reflection. Leadership group on Freire text debrief with instructor Leadership group on Neito text meet with instructor for seminar planning	Read: Begin Neito text Written Due: Blackboard autobiographical connection on Freire text due (#3); Introduction to guiding principles and draft of principles (final portfolio students work with Debby; others post draft in assignments drop box) Participation: Leadership groups for Freire and Neito texts meet with instructor
October 27: Face-to-face class; Neito seminar	Seminar leadership on Neito text.	Read: Finish Neito text Written Due: Group on Freire text post individual seminar leadership reflections Participation: Seminar leadership on Neito text with whole group participation
November 3: no Face-to-face class; leadership teams meet with instructor	Critical Reflection Neito group Debrief with instructor Harry and Kohn text leadership Planning meeting with instructor and leadership group on Harry's text and Kohn's text	Read: Begin Harry text Written Due: Blackboard autobiographical connection on Neito text due (#4) Participation: Leadership groups meet with instructor Harry text and Kohn text. <i>ALL Start working on Guiding Principles Outline</i>
November 10: Face-to-face class; Harry seminar	Cultural context of special education; continuing challenges for integrated perspectives; deconstructing special education; implications for CLAD young children	Read: Finish Harry text Written Due: Blackboard autobiographical connection on Harry text due (#5); Group on Neito text post individual seminar leadership reflections Participation: Seminar leadership on Harry text with whole group participation
November 17: Face-to-face class; Kohn seminar	Seminar leadership on Kohn text.	Read: Finish Kohn text Written Due: Blackboard autobiographical connection on Kohn text due (#6); Group on Harry text post individual seminar leadership reflections Participation: Seminar leadership on Kohn text with whole group participation

November 24: Holiday NO Class	Final Guiding Principles: Passage to critically reflective practice Transforming story of self Processing the learning journey Future Directions Narrative	Participation: Individual work on final guiding principles.
December 1: Face-to-face class	Whole group reflection on course themes; preparation for future directions and frameworks connections narrative (7:30-9:00) Debrief with seminar leadership team on Kohn (9:10-10:00)	Written Due: Individual seminar leadership reflection on Kohn Participation: Whole group reflection, discussion of course themes.
December 15: Face to Face: Final	Course Wrap up Course Evaluation	Written Due: Final Guiding Principles Introduction, Narrative, and Future Directions uploaded. (portfolio class will upload to portfolio on task stream and post in Blackboard assignment box as well)

Check List for Seminar Presentations

1. Guiding Reflection questions for the class to use while reading the book. Submitted to class by 5:00 the Sunday before the week to present. Sooner is BETTER!
2. Very detailed Agenda (for group and for the instructor) —this must include a clear list of ALL handouts. Who will be leading what? Who will be taking notes during certain times in the presentation etc.? What are the key objectives? What will be the major activities? How will you use the time?
3. Student Agenda
4. Handout about Author
5. Handout to support in-class presentation – might include powerpoint, questions, activities, weblinks etc.
6. Evaluation Handout – design a format that will give you meaningful information from the group about your presentation and that will support your critical reflection. Be prepared to discuss these in the debriefing and to integrate them into your individual reflections.
7. Multimedia pieces/links
8. The sooner the group shares the above drafts the better. All FINALS of each element MUST be sent to instructor by 5:00 the Sunday before the group presents.

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Seminar Presentation Checklist

Group Evaluation (To be attached to report)

Date: __

Names:

Topic/Book:

Evaluation Criteria	Points /Comments
Preparation: (8 points) <ul style="list-style-type: none"> • Read book and meet with Team • Reflect and discuss all of the author's ideas with Team • Through dialogue with Team members identify the main ideas to be highlighted in seminar • Together as a Team, draft agenda outline • Identify and list key ideas & objectives in agenda • Submit agenda to instructor for feedback 	
Supporting Materials & Activities (4 points) <ul style="list-style-type: none"> • Provide detailed agenda in class • Present key ideas related to readings • Identify clear presentation objectives • Distribute and collect evaluation/feedback form 	
Quality of In-class Discussion and Activities (21 points) <ul style="list-style-type: none"> • Create multiple and varied learning opportunities that embody or model author's perspective • Encourage student questions/dilemmas/challenges • Enable students to relate reading to social justice issues and educational practices • Explore factors affecting CLAD children and families especially those living in poverty • Involve all students in varied group formats • Create multiple and varied multimedia opportunities to stimulate application and critical reflection of author's ideas • Respect diverse views • Be creative • Make links to practices, current issues, readings, and Guiding Principles assignment • Include at least two active learning opportunities • Use a variety of teaching techniques including visuals and multi-media resources • Scaffold & support deep understanding of author's message • Encourage critical reflection 	
Individual Process Reflection (7 points) <ul style="list-style-type: none"> • Analyze & discuss feedback from students • Reflect on group dynamics & process • Reflect on readings & own role • Depth & comprehensiveness of reflection 	
Total---40 possible points	

Comments:

**Guiding Principles Evaluation Rubric
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Name:

Structure & Quality 5 Points	Comments/Points
<ul style="list-style-type: none"> • APA Format (6th Edition) • Citations and references included • Minimum 10 page length • Well developed ideas which demonstrate critical reflection • Clarity of writing reflective of graduate level 	
Guiding Principles 12 Points	
<ul style="list-style-type: none"> • Clearly identified guiding principles • Themes and connections to texts, ideas, theories, and experiences clearly explained • Identified and analyzed readings, theories, ideas, issues and experiences that were especially significant, meaningful or problematic • Specific examples and stories used to illustrate points • Examples from throughout two year experience, used to support insights • Discussed own assumptions, values, views and dilemmas • Principles were supported with relevant citations • Demonstrated integration of theory/practice • Demonstrated integration of knowledge, skills and experiences • Included specific examples from classroom and personal experience • Analyzed referenced readings within guiding principles • Demonstrated critical reflection skills 	
Process (Introduction and Personal Journey) 8 Points	
<ul style="list-style-type: none"> • Evidence of own story, thoughts, and voice • Critically self-reflected on learning process • Discussed surprises about own learning • Demonstrated insights that initiated changes in personal beliefs, professional goals and practices • Discussed significance of insights on the themes & connections found among the readings, theories, etc. • Discussed challenges/importance of the ECE Program philosophy and program • Elaborated on process of integrating knowledge, skills, experiences • Reflected on significance and/or challenges of readings, theories, early childhood education models, presentations • Posed questions on what continues to perplex • Discussed future challenges 	
Future Directions and Links to Course Themes 5 Points	
<ul style="list-style-type: none"> • Discussed future goals and influence of program journey • Discussed and fully referenced Frameworks course readings and their influence on future directions, personal perspectives 	
Total Possible 30 Points	

Comments: