



College of Education and Human Development

Early Childhood Education Program
4400 University Drive, MS 4C2, Fairfax, Virginia 22030
Phone: 703-993-3844; Fax: 703-993-4370; email: earlyed@gmu.edu
<https://gse.gmu.edu/programs/earlychildhood/>

ECED 691.A01, 600, 601 Policy Perspectives in Early Childhood Education (3:3:0)
Summer 2016 | Online, 05/17 – 07/05
Tuesdays, 5:30 – 8:10 pm, 5/17, 5/24, 5/31, 6/7, 6/14, 6/21, 6/28
Arlington Founders Hall 470

Instructor: Carley Fisher-Maltese
Telephone: (703) 993-4163
***Email address:** cfisherm@gmu.edu
Office hours: By appointment
Office location: Thompson Hall, Suite 1200
***Best mode of contact**

Course Description

Explores historical and current trends and issues involving legislation and policy in early childhood education, multilingual education, early childhood special education, and multicultural education. Focuses on historical role of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education.

Prerequisite

Instructor's approval

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, project-based learning, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

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

1. Describe the legislation and policy-making process related to culturally, linguistically, and ability diverse young children and their families; Describe the continuum of services and the fiscal and regulatory context of service delivery at the local, state, and national levels; Describe the administrative aspects and legal mandates for early childhood programs;
2. Analyze a current policy issue related to the lives of culturally, linguistically, and ability diverse young children and their families.

3. Describe the historical role of social advocacy and the role of educators in advocating for young children to ensure equity and access in service delivery; identify characteristics of advocates/leaders and analyze own leadership skills; plan and implement an appropriate awareness/advocacy/leadership response.
4. Demonstrate the ability to implement actions through collaboration and consultation with professional peers and staff.

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 Texts

*** ALL OF THE REQUIRED AND RECOMMENDED TEXTS ARE AVAILABLE DIGITALLY AT THE GMU LIBRARY (THEY DO NOT NEED TO BE PURCHASED), EXCEPT ZIGLER & BARNETT (2011); IT IS NOT AVAILABLE AS AN E-BOOK.**

Garcia, O., & Kleifgen, J. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English Language Learners*. New York, NY: Teachers College Press.

Levine, S. (2008). *School lunch politics: The surprising history of America's favorite welfare program*. Princeton, NJ: Princeton University Press.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic Books.

Rose, E. (2010). *The promise of preschool: From Head Start to universal pre-kindergarten*. New York, NY: Oxford University Press.

*Zigler, E., Gilliam, W., & Barnett, W. S. (2011). *The pre-k debates: Current controversies and issues*. Baltimore, MD: Brookes.

Recommended Texts

Anyon, J. (2014). *Radical possibilities: Public policy, urban education, and a new social movement*. New York, NY: Routledge.

Odom, S.L. (2002). *Widening the circle: Including children with disabilities in preschool programs*. New York, NY: Teachers College Press.

Santa Ana, O. (2004). *Tongue-tied: The lives of multilingual children in public education*. Lanham, MD: Rowman & Littlefield.

*** PLEASE PURCHASE**

Additional Reading Materials

To be posted on Blackboard

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

For GSE Syllabi

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

Course Requirements

Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, students will be notified of them in class or by their Mason e-mail address.

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 and online.
2. Participation in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing

online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, emailing, texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.
5. It is expected that assignments will be turned in on time. 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 prior to the assignment due date (when possible). If the student does not communicate with the instructor prior to the due date, a late penalty of about 5% will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments 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 at <http://infoguides.gmu.edu/content.php?pid=39979>. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Grading Criteria

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

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
Reading Journal & Discussion Board Comments	Multiple (10 total)	20
Dialogue Group Synthesis Summary & Process Observer Summary	Multiple	5
Broad Policy Topic/Critical Issue Final Project	FINAL PROJECT TOTAL	60
• Part 1: Research Broad Policy Topic		
i) Locate 2 primary organizations	May 22	1
ii) Subscribe to listserv	May 22	2
iii) Identify 2 supporting facts	May 29	2

iv) Post 3 current news stories	June 5	3
v) Locate/Develop data table or graph	June 5	1
vi) Identify & read 2 policy or research papers (submit citations)	June 12	2
vii) Interview summary	June 14	5
• Part 2: Counter Argument	June 19	5
• Part 3: Policy Brief	June 21	15
• Part 4: Advocacy Letter	June 26	4
• Part 5: Group Presentation	June 28	20
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 and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Reading Journal and Discussion Board Comments (20 points)

Learning Clusters and Dialogue Groups (see below) will constitute a large part of the face-to-face class meetings. Students assigned to each Learning Cluster will read the same material, as assigned by the instructor. Each Learning Cluster will meet at the start of class. The goal for each Learning Cluster is for students to discuss the assigned readings and their **Reading Journal entry** to share and discuss their thinking, learning, questions and connections to their own teaching practice and/or educational experiences. During class, each student in their Learning Cluster will complete the Learning Cluster Summary Form, available at the end of the syllabus.

Learning Cluster Summary Forms are designed to assist students in facilitating topic discussions in the Dialogue Groups.

- Prior to the face-to-face class, each student will complete a **Reading Journal entry** based on the group's assigned readings, plus the readings assigned to ALL. A list of criteria to be included in the Reading Journal is at the end of the syllabus. Your Reading Journal entry may be in narrative form or a numbered list of answers to the questions provided. Entries must thoughtfully respond to all questions, be well-written, and in accordance with APA (6th ed.). Students should bring hard or electronic copies of their Reading Journals to class for their Learning Cluster/Dialogue Group (see below).
- In addition to completing Reading Journal entries on designated weeks, students will post comments on a specified **Discussion Board** thread on Blackboard for the online content for a given week. Discussion Board posts for the week's online content are due on Sunday at 11:59 pm. Content should be similar to the Reading Journal; responding to at least two other students' posts is required and will be counted as part of Participation in the class.

Dialogue Groups (5 points)

Dialogue Groups are intended to be safe spaces for students to come together to understand varying viewpoints on a critical policy issue. Students in each Learning Cluster will be assigned to different Dialogue Groups, arranged to a) “bring together many voices, stories, perspectives,” b) engage in “shared inquiry, exploration, and discovery,” c) practice “deep listening that fosters respect and understanding,” and d) participate in the “shared meaning-making and co-construction of knowledge” (Pruitt & Thomas, 2007, p. 23). Dialogue Groups will provide an opportunity for students to synthesize all viewpoints on the issue (including their own, as well as a certain policy's relevance to their current classroom), and explore broader implications for policy and potential impacts on culturally, linguistically, and ability diverse young children and their families.

Each week, students will rotate through the following roles in their Dialogue Groups: *facilitator*, *process observer*, *recorder*, *timekeeper*, and *reporter*. The *facilitator* will assume responsibility for leading the dialogue session, guiding the group members through the process, and ensuring the process remains authentic (e.g., everyone is heard, group remains on topic). In the last five minutes of the Dialogue Group, the *process observer* will lead a discussion about the fidelity of the process and any issues regarding the evening's dialogue (i.e., areas of strength and for improvement); he/she will then submit a short summary (**Process Observer Summary**) on BB (2 points) immediately following class. The *recorder* will take notes, complete the **Dialogue Group Synthesis Summary** (3 points) with input from the group, and submit the summary on BB immediately following class. Each member of the Dialogue Group will be the recorder and process observer at least one time. The *timekeeper* will help the group stay within the allotted timeframe. Following Dialogue Group meetings, the class will participate in a whole class discussion. During whole class discussions, it will be the *reporter's* responsibility to share key points and understandings related to the dialogue topics (e.g., themes, conclusions) and the process. While the reporter will take the lead during whole class discussion, all group members are expected to participate.

Broad Policy Topic/Critical Issue Final Project (60 total points)

A major portion of the grade for this course involves a team project-based learning assignment that covers a broad policy topic area and a team-identified critical issue related to culturally, linguistically, and ability diverse young children and their families. Within the first week of class, students will select a broad topic to be the focus of a project-based learning assignment designed to learn about the various components of policy. The topics are as follows:

- **ESEA/ESSA – Achievement Gap**
 - Focus: The Elementary and Secondary Education Act (ESEA), commonly referred to as No Child Left Behind (NCLB), has just been reauthorized and renamed the Every Student Succeeds Act (ESSA). What are the requirements for schools to measure and compare the performance of minority, low income, and special education students? What has been happening as more schools have been identified as “needing improvement? What changes did Congress propose? What are the implications? How does this policy, with its focus on accountability and testing, affect your current classroom and students? Have you had to exclude certain parts of your curriculum in order to focus on tested subjects (reading and math)? Are you evaluated by how well your students perform on mandated tests? Have your students experienced limited/loss of recess or specials or an elongated school day/school year to improve outcomes on mandated tests?

- **ESEA & McKinney-Vento Act – Families**
 - Focus: Title I of NCLB specifies rights for families whose children attend high-poverty schools; Title VII of the McKinney-Vento Act includes the Education of Homeless Children and Youth Programs. What are the rights of families and children? What changes are being considered? What are the implications? How does this policy serve, or not, children and their families who are in your classroom, your school?

- **ESEA – Bilingual Education**
 - Focus: Title VII of NCLB provides grants for the education of “English Language Learners” (ELLs). What do the regulations say are the rights of children and families under this provision? With the passing of NCLB, Language Instruction for Limited English Proficient and Immigrant Students (Title III) replaced The Bilingual Education Act of 1968 (Title VII of ESEA). What were the implications of this change? What are the various current proposals being considered as a part of the latest reauthorization? What are the implications of at least one proposal? What services are in place for ELLs in your classroom, your school? How do you think these changes in U.S. language policy impact the young learners in your classroom and their families?

- **IDEA – Inclusion**
 - Focus: The Individuals with Disabilities Education Act (IDEA) requires that children receiving special education services be educated in the “least restrictive environment.” What provisions of the regulations support inclusion? How are IDEA and ESEA aligned? Do you have inclusion at your current school? In your classroom? Are children receiving special education services educated in a self-

contained classroom or pulled out for certain services? How is the enactment of this policy working/not working in practice? What else may be needed?

- **IDEA – Behavior**

- Focus: Studies have indicated that young children have the highest rates of expulsion; and that African American, Latino and students in special education are disproportionately suspended and expelled. What does IDEA require in discipline, suspensions, and expulsion? What are the provisions that can lead to more positive supports for disruptive behavior? What are more promising options? How does your current school handle severe behavior problems? Do you feel you have the supports necessary to deal with difficult behaviors in your current classroom? What kinds of improvements are necessary?

- **Head Start**

- Focus: Head Start began as a part of the “War on Poverty” and offered empowerment opportunities for families. What rights do the regulations still provide for families? How do practices promote or discourage parent leadership? Do you teach in a Head Start program? How has Head Start holistically addressed the needs of the children and the families in your classroom/school? What improvements do you think are necessary to further benefit the children and families with whom you work?

- **Health & Wellness**

- Focus: The National School Lunch/School Breakfast Programs and local school wellness policies. Do children in your classroom/school come to school hungry? How does the NSLP serve the children in your classroom/school? How is the nutritional quality of the food served? How many children participate in the NSLP at your school/district? Are competitive foods sold in your cafeteria (e.g., chips, candy, soda, etc.)? How do local school wellness policies promote student wellness and prevent and reduce childhood obesity? Does your school have a school wellness policy? What types of components do school wellness policies tend to include (e.g., school wellness champions, school gardens, etc.)? Does your school have a school garden? What’s the Farm-to-School Act of 2015? Does your school participate in a farm-to-school program? Do you see positive impacts in your classroom/school as a result of policies/programs such as these? How could they be improved? Have the students in your school experienced a loss of or limited recess (or physical education) due to an increased focus on testing and academics at your school? What other unintended consequences of education policies impact your students’ health and wellness?

(Topics may be added or deleted depending on the final class enrollment)

Over the course of the semester, working individually and as a collaborative team, students will become novice policy analysts in their broad policy topic. Teams will be required to meet in-person or via Blackboard Collaborate. These meetings offer a time for the team to check-in and plan, along with an opportunity to discuss and gain a deeper understanding of the broad policy

topic and issue. Additional time will be required for team collaboration and individual student work on this project.

Teams will select and frame a critical issue related to the broad policy topic. After determining an issue of interest that is relevant to culturally, linguistically, and ability diverse children and families, the team will complete a series of assignments leading up to a final group presentation.

As the semester progresses, teams can refine or reframe this issue to garner broad understanding and agreement. As a team, students will build a case to support the issue. Each student is responsible for completing all (either individually or as a group) of the activities.

Part 1: Research Broad Policy Topic (16 points) (Individual)

Research the enacted and/or proposed policy/legislation/regulation. Students will do the following:

- Research the history of the policy (including major changes and influential court decisions)
- Identify key definitions relevant to topic
- Explore their own experiences with this policy (in the classroom/school where they teach, in their own education).
- Locate at least 2 primary organizations that provide credible information on topic
- Subscribe to at least one listserv related to the topic
- Summarize and appropriately cite at least 2 facts that strongly support the critical issue/argument (include at least two citations in APA format).
- Post at least 3 current news stories on group's Discussion Board thread (write a 2-sentence description of news story and include link to story).
- Locate or develop a data table or graph pertinent to topic from existing statistics (data should be from within last 2 years).
- Identify 2 policy papers or research studies related to the topic or critical issue (minimum of 15 pages and from a credible source; submit citations).
- Interview and gather a story from a family, student, teacher, administrator, legislator, or community activist affected by this policy. Interview should include approximately 10 questions and be conducted in-person or over the phone, if possible. Student will write a one-page summary of their impressions of the interview and what they learned about the policy's relevance/impact on young learners, their teachers, and their families.

Part 2: Counter Argument (5 points) (Group submits 1)

Student will write a strong counter argument for this issue (what do the critics say?). They will locate and appropriately cite relevant research that provides evidence for counter argument. (Approximately 3-5 pages, double spaced)

Part 3: Policy Brief (15 points) (Group submits 1)

Students will write an overview of the policy and the issue they have selected describing its relevance to diverse young learners and their families. (approximately 5-7 pages, double spaced). Students will do the following:

- Include the history of the policy (influential court decisions, changes to the policy), key definitions, challenges, relevant research, and recommendations for how to improve the policy or its implementation.
- Policy Brief should be well written and formatted using an appropriate newsletter-type template.

Part 4: Advocacy Letter (5 points) (Individual)

Students will write a convincing sample letter to a decision-maker or letter to the editor supporting the group's argument (approximately 1 page single-spaced, formal letter format). Students must identify a person and include his/her position and mailing address to which to send the letter.

Part 5: Group Presentation (20 points) (Group submits 1)

Groups will deliver a 30-minute presentation, as if addressing their target audience, on their Broad Policy Topic/Critical Issue. They will post the group's Policy Brief on Blackboard for download. Groups will do the following

- Present information in the form of a recorded webinar using Kaltura, Camtasia, Prezi, or Powerpoint that will be posted on Blackboard and integrate slides, narration/explanation, etc. in the presentation.
- Use visuals and integration of multi-media (relevant video, graphics, audio), keeping in mind that creativity is encouraged!
- Include an overview of Broad Policy Topic/Critical Issue, which makes a strong argument about group's position on topic, including key definitions, important legislation, and relevant research curated by the group.
- Include the history of the policy (provide a narrative or a graphic timeline of the policy history, including important court decisions and changes).
- Include at least one pertinent data table or graph that group found.
- Include how members of group are impacted by this policy in their classroom, school, or own educational experiences.
- Share an illustrative example(s) or synthesis of stories gathered (from interviews) that highlight the importance of the Broad Policy Topic/Critical Issue to diverse children and their families.
- Include a montage of current news stories.
- Include a discussion of lessons learned about the issue/recommendations for the future.
- Include instructions for how to be an advocate for this issue (Who could you write a letter to? What events could you participate in? What organizations could you support or contact for more information?).
- Include list of references.
- Demonstrate that the group works well as a team and mutually strengthens individual student contributions.
- Answer classmates' and professor's questions via Discussion Board on Blackboard.

691 Course Schedule and Topics

The course meets face-to-face on **5/17, 5/24, 5/31, 6/7, 6/14, 6/21, 6/28** with online sessions in between (Online **05/17 – 07/05**). Assignments for **face-to-face** meetings are due **Tuesdays at 5:15 pm**; assignments for **online** content are due **Sundays at 11:59 pm**.

	Topic	Readings	Assignments Due
Week 1 May 17	Class introductions Review syllabus Policy Process Why study policy / learn advocacy? Role of education in democracy	<i>Advocating for Young Children: A Preservice Teacher Education Project</i>	Email or speak to professor about topic selection
Week 1 Online Content	Historic Factors Affecting Preschool, Current Preschool Policy Context, Challenges, and Opportunities Policy Focus: Overview of Preschool	ALL – Rose (Ch. 1-5)	DUE: Post Comments on Discussion Board Part Ii: Locate 2 primary organizations (Individual) Part Iii: Subscribe to 1 relevant listserv (Individual)
Week 2 May 24	Preschool Policy <i>State of Preschool 2014 Executive Summary</i> Policy Focus: Targeted vs. Universal Preschool	ALL – <i>Universal Pre-K: What Does it Mean and Who Provides it?</i> Group A – Zigler, Gilliam & Barnett, Ch. 3 Group B – Zigler, Gilliam & Barnett, Ch. 4 Group C – Zigler, Gilliam & Barnett, Ch. 5 Group D – Zigler, Gilliam & Barnett, Ch. 6 Group E – Zigler, Gilliam & Barnett, Ch. 7	IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief DUE: Reading Journal

<p>Week 2 Online Content</p>	<p>High Quality Personnel Teacher Credentials versus Competencies and Supports</p> <p>Video: <i>Linda Darling-Hammond on “What ESEA Should Do to Improve Teacher Quality and Equity”</i></p> <p>Policy Focus: Teacher Credentials vs. Competencies and Supports</p>	<p>ALL – Group A – Zigler, Gilliam & Barnett, Ch. 8 Group B – Zigler, Gilliam & Barnett, Ch. 9 Group C – Zigler, Gilliam & Barnett, Ch. 10 Group D – Zigler, Gilliam & Barnett, Ch. 11 Group E – Zigler, Gilliam & Barnett, Ch. 12</p>	<p>DUE: Post Comments on Discussion Board Part 1iii: Identify 2 supporting facts (Individual)</p>
<p>Week 3 May 31</p>	<p>Accountability, School Choice, Charter Schools, and Public School Debate</p> <p>Video: <i>Diane Ravitch on “Is a Public School a Public Good, or a Shoestore?”</i></p> <p>Policy Focus: Accountability, Choice & Public Schools</p>	<p>Group A – <i>Anyon, Ch. 2-3</i> Group B – Ravitch, Ch. 2 Group C – Ravitch, Ch. 8 Group D – <i>Below the Bubble: “Educational Triage” and the Texas Accountability System</i> Group E – <i>School Composition and the Black-White Achievement Gap</i></p>	<p>IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief</p> <p>DUE: Reading Journal</p>
<p>Week 3 Online Content</p>	<p>Documentary: <i>Waiting for Superman</i></p> <p>Policy Focus: School Choice and Charter Schools</p>	<p>ALL – Ravitch, Ch. 7</p>	<p>DUE: Post Comments on Discussion Board Part 1iv: Post 3 current news stories on Broad Policy Topic Discussion Board (Individual) Part 1v: Locate or develop a data table or graph from existing statistics on topic (Individual)</p>

<p>Week 4 June 7</p>	<p>Language Policy Bilingual Education Immersion Programs Monolingual or “English Only”</p> <p>Video: <i>Marta Tienda on Brown v. Board of Education, Hernandez v. Texas, and Inequality Today</i></p> <p>Policy Focus: Bilingual Education</p>	<p>ALL – Garcia & Kleifgen, Ch. 3 Group A – <i>Against the Undertow: Language-Minority Education Policy and Politics in the “Age of Accountability”</i> Group B – <i>Bilingual Two-Way Immersion Programs Benefit Academic Achievement</i> Group D – <i>Monolingual and Proud of It</i> Group E – <i>From ELLs to Emergent Bilinguals</i></p>	<p>IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief</p> <p>DUE: Reading Journal</p>
<p>Week 4 Online Content</p>	<p>Video: <i>Teresa McCarty on “So That Any Child May Succeed – Indigenous Pathways toward Justice and the Promise of Brown”</i></p> <p>Policy Focus: Language Policy</p>	<p>Santa Ana, <i>Part II: The History of Silencing Children</i></p>	<p>DUE: Post Comments on Discussion Board Part 1vi: Identify & read 2 policy or research papers on critical issue (submit citations) (Individual)</p>
<p>Week 5 June 14</p>	<p>Inclusion Policy and Practice</p> <p>Documentary: <i>Including Samuel</i></p> <p>Policy Focus: Including Young Children with Disabilities</p>	<p>ALL – <i>Gupta, 2011</i> Group A – <i>Odom, Buysse & Soukakou (2011)</i> Group B – <i>The Education of Students with Disabilities: Alignment between ESEA & IDEA</i> Group C – <i>Is Inclusivity an Indicator of Quality of Care for Children with Autism in Special Education</i> Group D – <i>Effectiveness of Special Education: Is Placement the Critical Factor?</i> Group E – <i>The Least Dangerous Assumption: A Challenge to Create a New</i></p>	<p>IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief</p> <p>DUE: Reading Journal Part 1vii: Interview Summary (Individual)</p>

		<i>Paradigm</i>	
Week 5 Online Content	Mental Health and Challenging Behaviors <i>Video: Expulsion and Suspension Prevention Webinar</i> Policy Focus: Preschool Suspension and Expulsion	ALL – <i>Vinh, 2011</i>	DUE: Post Comments on Discussion Board Part 2: Counter Argument (Group submits 1)
Week 6 June 21	Mental Health and Challenging Behaviors Policy Focus: Preschool Suspension and Expulsion	Group A – <i>Whitted, 2013</i> Group B – <i>Perry et al., 2007</i> Group C – <i>American Academy of Pediatrics, 2013</i> Group D – <i>Gilliam & Shahar, 2006</i> Group E – <i>Green et al., 2006</i>	IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief DUE: NO Reading Journal Part 3: Policy Brief (Group submits 1)
Week 6 Online Content	Health and Wellness <i>Documentary: Two Angry Moms</i> Policy Focus: The National School Lunch/School Breakfast Programs	ALL – Levine, Ch. 2-5	DUE: Post Comments on Discussion Board Part 4: Advocacy Letter (Individual)

<p>Week 7 June 28</p>	<p>Health and Wellness</p> <p>Video: <i>Whitney Cohen on "Speaking on Changing the Nature of Education"</i></p> <p>Documentary: <i>Cafeteria Man</i></p> <p>Policy Focus: Local School Wellness Policies, School Gardens, Farm-to-School</p>	<p>Group A – <i>Bearing Fruit – Farm to School Evaluation Report</i></p> <p>Group B – <i>McNamee, 2010 & Rebuttal to Cultivating Failure</i></p> <p>Group C – <i>Joshi, Azuma & Feenstra, 2008</i></p> <p>Group D – <i>Williams & Dixon, 2013</i></p> <p>Group E – <i>Blair, 2009</i></p>	<p>IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief</p> <p>DUE: NO Reading Journal Part 5: Group Presentations (due by June 28)</p>
<p>Week 7 Online Content</p>	<p>Group Presentations</p>	<p>Group Presentations</p>	<p>DUE: View Presentations on Blackboard and write comments and questions for group members (by July 3).</p>

**Schedule subject to change based on class needs at discretion of instructor*

***Additional readings may be added Reading Journal*

Reading Journal Guide

(Please include the following criteria in your reading journal in narrative form or a numbered list of answers to the following questions.)

Date and Topic: _____

APA reference for assigned reading (please be sure to include page numbers)

1. What problem or question does the reading address?
2. What are the main ideas and concepts presented?
3. What evidence is offered in support of the position taken (examples, credible, relevant)?
4. What are the counter-arguments to the ideas/concepts presented?
5. What conclusions are reached?
6. What are the broader implications?
7. How does this topic/issue impact culturally, linguistically, and ability diverse young children and their families?
8. How do you connect with the reading (to your own personal experiences, to teaching in your current classroom, to what you've read in this course – this week or other weeks, to what you've read in other courses)?

Dialogue Group Synthesis Summary
(Recorder must submit to BB at the end of class)

Date: _____ Topic: _____

Readings Discussed

Participants and Roles

Facilitator:

Timekeeper:

Recorder:

Reporter:

Process Observer:

Other:

1. What themes emerged across the readings (main ideas and concepts?)

2. What did you learn?

3. Perceived impact on diverse learners and their families?

4. What are the broader implications?

5. List points of agreement.

6. List points of disagreement.

7. List questions or additional information needed.

Process Observer Criteria

(Process observer should write a short paragraph addressing the following questions and submit to BB at the end of class.

1. We came prepared to class.
2. We maintained our focus.
3. We listened for deep understanding.
4. We asked “honest questions”, inquiring to learn.
5. We spoke for ourselves.
6. We explored assumptions.
7. We acknowledged each other’s contributions.
8. We contributed exceptional effort to the fidelity of the process.
9. We acknowledged emotions.
10. We confronted non-productive behaviors.

Areas of Strength

Concerns/Areas of Improvement