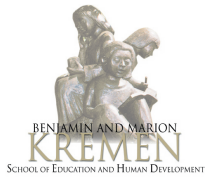


Reflective Practitioners **Spring 2020**



LEE 241 Fieldwork in Early Childhood Education (ECE)

Our candidates are Ethical, Reflective and Critical Thinkers who Value Diversity and Life-Long Learning. The KSOEHD faculty fosters the development of these dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

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Introduction to Course & Instructor

| | |
|---|---|
| Semester: SPRING 2020 | Early Childhood Education Graduate Program/LEBSE |
| Course Title: Fieldwork in Early Childhood Education (ECE) | Instructor Name: Pei-Ying Wu |
| Units: 3 | Office Number: Education Building Room 25A |
| Time: Tuesdays, 4-6:50PM | Email: peiwu@mail.fresnostate.edu |
| Location: ED 195 | Telephone: (559) 278-0052 |
| Office Hours: Mondays, 11:00-1:00PM; By appointment in person or video-web conference (Zoom) | |

Course Description

Supervised ECE field experience including infant/toddlers, preschool, preprimary and/or primary grade children and their families in a variety of settings including schools, centers, home-based programs, agencies, organizations, etc.

Prerequisite Admission to MA in Ed. (ECE Option) or permission of instructor.

FREE, Fresno State Conference Opportunities

1. Friday, April 3, 2020 36th KSOEHD's Conference on Character and Civic Education (8AM-3:30PM)
2. Saturday, May 2, 2020 Cesar Chavez Education Conference (8:00AM-2:30PM) at North Gym 118

Course Materials

Required Text

Samaras, A. P. & Freese, A. R. (2006). *Self-study of teaching practices*. NY: Peter Lang Primer. (Provided via Canvas).

Recommended Text

Castle, K. (2012). *Early childhood teacher research: From questions to results*. NY: Routledge.

Graff, G. & Birkenstein, C. (2018). *They say I say: The moves that matter in academic writing (4th ed.)*. NY: W. W. Norton.

Hendricks, C. (2017). *Improving schools through action research: A comprehensive guide for educators (4nd ed.)*. Columbus, OH: Pearson.

MacNaughton, G. & Hughes, P. M. (2008). *Doing Action Research in Early Childhood Studies: A Step-by-step Guide (1st ed.)*. NY: Open University Press. (E-book available through Henry Madden Library).

Optional Text

Spannaus, T. (2012). *Creating video for teachers and trainers: producing professional video with amateur equipment*. NY: Pfeiffer. (E-book available through Henry Madden Library).

Additional Reading Articles will also be assigned and available on Canvas.

Course Specifics

Course Summary

This field experience is intended to support the application of skills and understandings related to leadership, early childhood education, child development and constructivist theory in a "real world" ECE setting. Self-study, a type of action research, will serve as a guiding framework for this course. Through this process, students will have the opportunity to critically and continuously reflect on practice so that they can bridge the gap between theory, practice, research, and advocacy. This course also includes seminars to allow opportunities for synthesis of knowledge gained through ECE graduate course work. Field experience may include different ages and diversity of children as well as varied ECE program types. At minimum, 24 hours total of fieldwork needs to be in an ECE setting serving children, ages birth through eight, and families.

Student Learning Outcomes & Fieldwork Objectives

- Student will demonstrate effective program planning for children from a variety of diverse cultural and language backgrounds and for two different ECE or developmental levels (birth- 3, 3-5, 6-8 years) (NAEYC 1.c; 3.c 4.c, 4d, 5c; CTC 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.3.2, 2.3.10, 2.6.6)
- Student will demonstrate knowledge and effective use of diverse delivery systems and collaborative teamwork in ECE programs offered for young children and families (public schools, ECE programs, social service or community agencies, private and home settings) (NAEYC 2.a, 2.b, 2.c; CTC 1.3.3, 2.2.3, 2.3.11, 2.7, 2.7.1, 2.7.2)
- Student will demonstrate knowledge of research methods and findings in early childhood education and effective translation of research into practice (NAEYC 3.d; 6.c, 6.f; CTC 2.2, 2.2.1)
- Student will demonstrate expertise and leadership in a specialized ECE area:
 - Administration and supervision of child development and early education
 - Parent education and programs serving families of young children
 - Infant/toddler care/preschool teaching or administration
 - Kindergarten teaching
 - Primary grade teaching
 - Legal issues and advocacy
 - Leadership in other child or family programs or services
(NAEYC 1.a, 2.a, 2.b, 2.c, 7.b; CTC 2.2.3, 2.3.1, 2.6, 2.6.4, 2.6.5, 2.6.7, 2.6.8, 2.7, 2.7.1, 2.7.3, 2.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.9, 2.9.1, 2.9.2, 2.9.3, 2.9.4, 2.10, 2.10.1, 2.10.2)
- Student will demonstrate competence in their ability to apply ECE knowledge at the advanced level through evidence from ECE core courses and 45 hours of supervised field assignments at two ECE levels. (NAEYC 7.a, 7.a; CTC 1.3.2, 1.3.3, 2.2.3, 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.3.11, 2.4, 2.4.2, 2.4.3, 2.5.1, 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.8, 2.7, 2.8, 2.8.3, 2.8.4, 2.8.7, 2.9)
- Student will demonstrate ECE leadership and the ability to mentor others by provided a model for reflective, professional practice through effective interprofessional and family and community collaboration, work with paraprofessionals and volunteers and advocacy for children and families. (NAEYC 6.a, 6.c, 6.d; CTC 1.3.4, 2.1.1, 2.6.4, 2.6.5, 2.7.3, 2.8.2, 2.8.3, 2.8.6, 2.8.7)

Course standards (NAEYC advanced program standards):

NAEYC's Advanced Professional Preparation Core Standards for Early Childhood Programs ask candidates to demonstrate competence at higher levels and with greater depth and specialization than those holding an initial degree, license or credential in ECE or child development. NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role. The advanced standards for this course are listed below and those marked with an *asterisk are assessed through the ECE Portfolio:

- NAEYC standard 1. Promoting child development and learning
 - *1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- NAEYC standard 2. Building family and community relationships
 - 2a: Knowing about and understanding diverse family and community characteristics
 - 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
 - *2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning
- NAEYC standard 3. Observing, documenting, and assessing to support young children and families
 - 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection
 - *3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities
 - *3d: *Demonstrating ability to collaborate effectively* to build assessment partnerships with families and with professional colleagues to build effective learning environments

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- NAEYC standard 4. Using developmentally effective approaches to connect with children and families
 - *4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.
 - *4d: Reflecting on own practice to promote positive outcomes for each child
- NAEYC standard 5. Using content knowledge to build meaningful curriculum
 - *5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
- NAEYC standard 6. Growing as a professional
 - 6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.
 - *6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.
 - 6f. Demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program.
- NAEYC standard 7. Early childhood field experiences
 - *7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
 - *7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Course Requirements & Grading

Web-Enhanced Course This course will be web enhanced. All students are required to have a student e-mail account (gmail), Google Apps account, and Internet access. Information on obtaining these services is available at

- Google Apps and Gmail: <https://googleapps.fresnostate.edu/>
- Wifi Internet Access at Fresno State: <http://fresnostate.edu/help/students/internet/>

We will be using “Canvas” and “Google Classroom,” Web-Based E-Learning portal systems. Both systems can be accessed 24-hours a day, seven days a week from any computer with an internet connection. You can access the Fresno State Canvas server at

✓ <http://fresnostate.edu/academics/canvas/>

Required Assessments

| Requirement | 100% of Total Grade | Points of Total Grade | Due Date |
|---|---------------------|-----------------------|--|
| 1. Participation and Preparedness | 12% | 30 | Continuous |
| 2. Topic Reflection | 14% | 35 | 2/9/2020 (Week 4) |
| 3. Annotated Literature Review | 8% | 20 | 2/23/2020 (Week 6) |
| 4. Self-Study in ECE Proposal | 20% | 50 | 3/8/2020 (Week 8) |
| 5. Self-Study Journaling | 6% | 15 | 3/15/2020 – 4/26/2020 (3 entries during weeks 9-14) |
| 6. Self-Study in ECE e-portfolio & e-Poster Session | 40% | 100 | 5/3/2020 & 5/5/2020 (Week 15) |

Grading Scale

| Letter Grade | % of Total Grade | 250 Points of Total Grade |
|---------------------|-------------------------|----------------------------------|
| A | 90% to 100% | 225-250 |
| B | 80% to 89% | 200-224 |
| C | 70% to 79% | 175-199 |
| D | 60 to 69% | 150-174 |

Let's talk about grades

In our current social climate of “super-sizing,” it seems that somewhere along the line receiving an “A” grade became associated with the notion of “acceptable” rather than that of “excellent.” As practicing teachers, we expect more than that from our students, as graduate students, I expect a lot from you, and as stewards of the educational experiences of the next generation, we should expect a lot from ourselves. In order to receive an “A” you should perform “excellent” work. That said, letter grades can be broken down into the following qualitative components: A= “excellent,” B= “above average,” C= “average.” The requirements for this course are straightforward and achievable, and earning an “excellent” grade is well within everyone’s reach; consistently come to class with readings completed, participate fully, and prepare excellent work for submission and presentation.

It is important to note that I *will not* grade you on whether or not you reach particular conclusion or answer regarding the issues raised in class. I *will* grade you based on how you challenge the material, challenge your own thoughts and beliefs, and critically reflect on the reading materials and issues discussed within this course. The requirements for this course are straightforward and achievable. If you have any questions or concerns about your grade at any time, contact me.

A bit about writing assignments

At minimum, written work should reflect your status as a graduate student; it should be clear and organized, thoroughly and precisely address the question being asked or concept being explored, be well reasoned and/or evidenced, and demonstrate graduate level writing mechanics. If you believe you could benefit from writing assistance, please do not hesitate to inquire and seek help. Please consider utilizing the following resources:

- For APA formatting: The OWL at Purdue: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Fresno State Writing Center: <http://www.fresnostate.edu/artshum/writingcenter/>
- **For free tutoring on campus, contact the Learning Center** (<http://fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.
- **Our campus has developed SupportNet** (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Explanation of Primary Assessments

All written assignments should be typed, double spaced appropriately referenced, in APA format and turned in via the Canvas tab “Assignments.”

1. Field Experience Participation & Preparedness (30 points, Continuous + 2 Required Meetings w/ Instructor)

The term, *field experiences*, includes supervised fieldwork, observation, teaching or other clinical experiences such as home visiting. With the help of course instructor, decide on placement(s) for a semester that allows completion of LEE 241 requirements. Field Experience required for LEE 241 include:

- *A minimum of three hours per week for 8 weeks for this field experience for a total of 24 hours.*
- Documentation of hours of fieldwork and specific activities in a journal and obtain signature from on-site administrator or field supervisor (submit with your Self-Study in ECE e-portfolio).
 - From your fieldwork, you are to provide concrete evidence of your activities for each of the field sites during the time you are there. Create a system such as a notebook, file folders or an album for the field assignment to document your experience and collect evidence of your work.

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- Ask someone to videotape you periodically to create documentation of ECE teaching for the Example of Practice, two examples are required (submit with your Self-Study in ECE e-portfolio).
- Fieldwork in two ECE levels (infant/toddler, preschool, TK-2 grades)
- Fieldwork in two of the main types of ECE programs education settings (early school grades, child care centers and homes, Head Start programs).
- Include time for visiting classroom(s) or program(s) serving any of the ECE levels that you have limited or no experience in teaching.
 - Current ECE Teachers and Program Leaders may use their own classrooms/sites for most of the required hours, but may need to do some additional observations elsewhere. Your fieldwork must include experiences beyond your typical job duties and enhance your background in ECE and family services.
 - If you are not currently working at this time in ECE, you should plan on collaborating with a colleague at their site.

In addition to the fieldwork experience, you are required to participate in a minimum of two (2) individual or small group meetings with the instructor during weeks 7 through 15. The purpose of these sessions is to receive individualized support from the instructor.

- For one of your meetings, prepare an E-portfolio Outline. Feedback on the outline will be given in the meeting.

When we meet as a whole group please arrive on time, stay for the duration of class, and actively participate in all class activities.

2. Topic Reflection (35 points, Due Sunday 2/9/20 by midnight during week 4)

The purpose of this assessment is to help you develop the focus of your self-study in ECE e-portfolio. Reflect on your topic of interest in light of your values and beliefs (i.e.; teaching philosophy). As you do, remember to keep in mind the topic selection guidelines discussed in the readings and class.

In 2-3 double-spaced pages, reflect on the following questions:

- What is your teaching philosophy? How does your philosophy lead you to your topic of interest?
- What is your topic of interest? What does this topic mean to you? How did it come to be important to you (consider your classroom experiences, your life experiences, the current political climate in education, educational theory, etc.)?
- How does this topic meet the criteria for a self-study?

3. Annotated Literature Review (20 points, Due Sunday, 2/23/20 by midnight during week 6)

The purpose of this assessment is to help you develop an evidence-based understanding of your topic of interest and to prepare you to draft a literature review for your Self-Study in ECE Proposal. Locate 5 credible, relevant articles that address your topic of interest. Write a half-page to one-page single space summary in your own words (do not copy article abstract) of each reading. Follow this format for your annotation:

- Cite (APA format), for example:
 - Dennis, S., & O'Connor, E. (2013). Reexamining quality in early childhood education: Exploring the relationship between the organizational climate and the classroom. *Journal of Research in Childhood Education, 27*(1), 74-92.
- Summarize:
 - Purpose of study
 - Research questions
 - Methodology
 - Research Design
 - Theoretical Framework
 - Data Sources
 - Findings
- Assess:

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- What are the strengths?
- What are the weaknesses?
- Connect:
 - Describe how this reading informs *your* professional ideas/thoughts and practices
 - Describe how this reading may inform your self-study

*Repeat the above format for all five readings.

4. Self-Study in ECE Proposal (50 points, Due Sunday, 3/8/20 by midnight during week 8)

In no less than 4-6ds pages, candidates will write up a project proposal. The purpose of the proposal is for you to make an argument for your self-study. The proposal describes and justifies your proposed self-study. Follow the self-study in ECE proposal template for guidelines.

5. Self-Study Journaling (15 points, Due 3/15/20 – 4/26/20 for a total of 3 entries during weeks 9-14)

Self-study requires constant reflection throughout the whole process. The reflective process helps bring focus to your topic of interest, awareness of bias, and the ability to sustain critical thought. Over the second half of the semester, candidates will develop an online self-study journal and collaborate with “critical friends”. The instructor will post 3 prompts via Canvas and the candidates, paired with a “critical friend” in class, will respond via the Canvas discussion board. Although I do not want to put limits on your reflective practices, for this assignment, I expect at least a 200-word contribution and for the “critical friend” to respond within 50 words. If the nature of your reflection becomes too personal or private, you may then send that reflection directly to my email. Please put LEE241 Self-Study Journal # the email subject heading.

6. Self-Study in ECE e-portfolio & e-Poster Session (100 points, Due Sunday 5/3/20 by midnight and 5/5/20 in class during week 15)

Once data collection and analysis is complete, candidates will present findings in both oral and written modes; **including an opportunity to share your work at the Cesar Chavez Education Conference on 5/2/20 = 10 points extra credit.** Follow the Self-Study in ECE e-portfolio template for guidelines.

- This self-study in ECE e-portfolio provides evidence that the candidate meets the standards of the National Council for Accreditation of Teacher Education (NCATE) for an ECE professional at the Advanced Level and is one of our ECE Program Assessments. The National Association for the Education of Young Children (NAEYC) is the professional organization charged with preparing these standards for NCATE. Candidates in advanced programs are expected to demonstrate competence in using each of the seven NAEYC Advanced ECE Standards, as these apply to their areas of specialization and professional roles. A detailed description of this assignment is available in Canvas. [NCATE 1.c., 2.c, 3.c, 3.d, 4.c, 4.d, 5.c, 6c, 7a, 7b]; [CTC 1.3,1.3.2, 1.3.3, 2.2, 2.2.3, 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.3.11, 2.4, 2.4.2, 2.4.3, 2.5.1, 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.8, 2.7, 2.8, 2.8.3, 2.8.4, 2.8.6, 2.8.7, 2.9]

Class Policies

Attendance

Students will be expected to spend a minimum of three hours per week for eight weeks in an ECE field setting during this semester. The instructor will meet individually with the graduate student during the semester, review evidence of field activities and assignments, and may observe in their ECE field setting by arrangement.

Students will meet for three hours as a seminar group with their instructor six times during the semester. When necessary, students must arrange a minimum of two individual or small group meetings with the instructor to discuss progress.

Attendance at all group seminars is required. Every absence will result in a final grade reduction of 3 points. If you must be absent, call my office or email me. Except for special circumstances (e.g., illness, emergency, excluding regular traffic jams), simply not showing up for a class will not be an excused absence. It is your responsibility to check on announcements made while you were away. You are also responsible for any regular course assignments that are due on the day of a missed class.

Late work and make-up work policy

Required assignments are due on the date indicated on the syllabus. For papers and/or homework, 1-5 points will be deducted depending on assignment and how late it is submitted. No assignment will be accepted when more than two weeks late.

Only when a student has an excused absence (medical or pre-arranged with instructor) are make-ups allowed. In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers and/or homework assignments. The instructor may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate. *If a life event prevents you from attending class, I will accept in no less than 1ss page an ANNOTATED LITERATURE REVIEW of an article of your choice in exchange for class participation (must be a different article from the five required for assessment 3.*

Confidentiality

The privacy and identity of children and their families should be protected in all written materials. Therefore, when writing about a child, the recommended language is "for the purpose of this study, I will refer to the observed student as Child A and/or use pseudonyms.

Working assumptions for this course

Please keep in mind the following throughout our time together:

- *We will interact respectfully.* Our beliefs, values, and ideas often differ from one another because we draw from different life experiences. We should learn from one another and challenge different ideas, but do so in respectful and supportive ways. We should be mindful of the partial and personal lenses that each of us brings.
- *We will challenge our own beliefs, values, and ideas.* In this course, we will encounter different sides of many issues; some we may certainly agree with, and some we certainly may not. We all bring our own perspectives, knowledge, and beliefs to the collective table. However, we will not learn and grow if we are not open to looking beyond ourselves and our own experiences. Learning in ways that challenge what we already know and believe can be both uncomfortable and inspiring, and we should be open to entering these places and working together to move forward.
- *We are here for a positive educational experience.* It is on all of us to create meaning out of our experiences. To that end, please ask questions, share your thoughts and feelings, and make this class meaningful and useful to you. Although it is my responsibility as the instructor to facilitate an intellectual environment in which to explore this term, how each of us chooses to engage that environment is a very personal journey. This course challenges us to become active creators of new knowledge rather than passive recipients of information; this is where we learn, grow, and transform as both students and educators.

Cell Phones

Out of respect for everyone's learning experience, cell phones are to be turned off during class except when an emergency call is expected, or during breaks. Cell phones should be stowed at all times, and not visible on the desk, clothing, lap, etc.

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Cell phones may not be used to record, transmit, photograph or video without prior arrangement and permission of the instructor.

Sharing and Social Media

The unauthorized use, sharing or transmission of materials and photos, video, etc. (for example, other students in our class, the instructor, children, schools, teachers, families, etc.) during or outside of class via the internet, phone, texting, "tweets," social media, etc. as related to my class, assignments or field experiences are prohibited and may be grounds for disciplinary action including, but not limited to, being dropped from the course or requesting to have you dismissed from the program.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

University Policies

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

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LEE 241 Calendar Spring 2020

This syllabus and schedule are subject to change. NOTE: additional articles may be assigned throughout the semester

| Week | DATE | What TOPICS will we explore? | What's DUE? |
|------------------|------|--|---|
| 1 Whole Group | 1/21 | Introduction & Syllabus | |
| 2 Whole Group | 1/28 | What is Self-Study? Review of Assessment 2 ✓ Topic Reflection Review of Assessment 3 ✓ Annotated Lit. Review | Read: <ul style="list-style-type: none"> ○ Samaras and Freese Ch. 1 ○ One of the following articles and <u>annotate it & bring to class in week 2</u> –see p. 7&8 for the format of the annotation: <ol style="list-style-type: none"> 1. Rice, D. C. & Roychoudhury, A. (2003). Preparing more confident preservice elementary science teachers: One elementary science methods teacher's self-study. <i>Journal of Science Teacher Education</i>, 14(2), 97-126. 2. Grey, An. & Hargraves, V. (2015). Self-study: Improving teaching practices in early childhood education. In <i>Research methods cases (1-12)</i>. CA: SAGE. 3. Vanegas-Grimaud, L. (2017). The command center project: Resolving my tensions with emergent curriculum. <i>Voices of practitioners</i>, 12, 19-27. |
| 3 Whole Group | 2/4 | Historical Foundations of Self-Study Characteristics of Self-Study | Read: <ul style="list-style-type: none"> ○ Samaras and Freese Ch. 2 and Ch. 3 |
| 4 Whole Group | 2/11 | Planning for Self-Study Review of Assessment 4 ✓ Self-Study in ECE Proposal | Read: <ul style="list-style-type: none"> ○ Samaras and Freese Ch. 4 and Pages 81-87 from Ch. 5 Submit on Canvas (due Monday 2/10/2020 by midnight): <ul style="list-style-type: none"> ○ Assessment 2 -Topic Reflection |
| 5 | 2/18 | Independent Work Time | Read: <ul style="list-style-type: none"> ○ Articles related to your topic of interest |
| 6 | 2/25 | Independent Work Time | Read: <ul style="list-style-type: none"> ○ Articles related to your topic of interest Submit on Canvas (due Monday 2/24/2020 by midnight): <ul style="list-style-type: none"> ○ Assessment 3 –Annotated Literature Review |

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| | | | |
|--------------------------------------|------|--|---|
| 7 | 3/3 | Independent Work Time Individual/small group meetings | |
| 8 Whole Group | 3/10 | Data Collection and Analysis Review of Assessment 5: <ul style="list-style-type: none"> ○ Self-Study Journaling Review of Assessment 6: <ul style="list-style-type: none"> ○ Self-Study in ECE e-portfolio and e-poster session/Chavez Conference | Read: <ul style="list-style-type: none"> ○ Samaras and Freese Pages 87-112 from Ch. 5 ○ Castle Ch. 5 and Ch. 6 Submit on Canvas (due Sunday, 3/8/20 by midnight): <ul style="list-style-type: none"> ○ Assessment 4 –Self-Study in ECE Proposal |
| 9 | 3/17 | Independent Work Time Individual/small group meetings | Read: <ul style="list-style-type: none"> ○ Grant, C. & Zeichner, K. (1984). On becoming a reflective teacher. In C. Grant (Ed.), Preparing for reflective teaching (103-114). NY: Allyn & Bacon. Submit on Canvas: <ul style="list-style-type: none"> ○ Assessment 5 Self-Study Journaling (only need to do 3 entries) |
| 10 | 3/24 | Independent Work Time Individual/small group meetings | Submit on Canvas: <ul style="list-style-type: none"> ○ Assessment 5 Self-Study Journaling (only need to do 3 entries) |
| 4/7/20 – 4/10/20 Spring Break | | | |
| 12 | 4/14 | Independent Work Time Individual/small group meetings | Submit on Canvas: <ul style="list-style-type: none"> ○ Assessment 5 Self-Study Journaling (only need to do 3 entries) |
| 13 | 4/21 | Independent Work Time Individual/small group meetings | Submit on Canvas: <ul style="list-style-type: none"> ○ Assessment 5 Self-Study Journaling (only need to do 3 entries) Due during individual or small group meetings by this week: <ul style="list-style-type: none"> ○ ePortfolio Outline |

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 Early Childhood Education Graduate Program

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| 14 | 4/28 | Independent Work Time Individual/small group meetings | Submit on Canvas: <ul style="list-style-type: none"> ○ Assessment 5 Self-Study Journaling (only need to do 3 entries) |
| 15 Whole Group | 5/5 | In-class Activity: ePoster Session and <u>opportunity to share your work at the Cesar Chavez Education Conference on 5/2/20</u> | Submit on Canvas (due Sunday 5/3/20 by midnight): Assessment 6 Self-Study in ECE ePortfolio |

APPENDIX: 2010 NAEYC Standards for Advanced Early Childhood Professional Preparation Programs

NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Key elements of Standard 1, Advanced Programs

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Key elements of Standard 2, Advanced Programs

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning

NAEYC STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Key elements of Standard 3, Advanced Programs

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

Key elements of Standard 4, Advanced Programs

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.
- 4d: Reflecting on own practice to promote positive outcomes for each child
- 4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Key elements of Standard 5, Advanced Programs

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

NAEYC STANDARD 6. GROWING AS A PROFESSIONAL

Key elements of Standard 6, Advanced Programs

6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.

6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role

6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research

6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies.

6f. Demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Key elements of Standard 7, Advanced Programs

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)