

Leadership for Diverse Communities **Fall 2020**



LEE 250 Leadership 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.

Table of Contents

Introduction to Course & Instructor 3
 COVID-19 Response3
 Course Description3

Required Course Materials 4
 Recommended Text.....4
 Additional Reading4
 Web-Enhanced, Online Course4

Course Specifics 4
 Course Summary4
 NAEYC Standards.....5
 CCTC Standards5
 Course Goals and Learning Objectives6

Course Requirements & Grading..... 7
 Required Assignments7
 Grading Scale.....7
 Let’s talk about grades.....7
 A bit about writing assignments.....7

Instruction for Significant Assignments 8
 1. Online Activities (100 points, Due Each Week EXCEPT 1, 15, & 16)8
 2. Involvement Activities (100 points)8
 3. Professional Development Project (100 points, Due Finals Week on 12/18/20).....9

Course Policies 10

Attendance 10
 Make Up Policy for Planned and Unplanned Absences10
 Working assumptions for this course.....10
 Questions or Concerns10

University Policies 10
 Students with Disabilities.....10
 • Adding and Dropping Classes.....11
 • Cheating and Plagiarism11

CALIFORNIA STATE UNIVERSITY, FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (KSOEHD)
Department of Literacy, Early, Bilingual and Special Education (LEBSE)
Early Childhood Education Graduate Program

- **Computers.....11**
- **Copyright Policy.....11**
- **Disruptive Classroom Behavior.....11**
- **Honor Code.....11**
- **Students with Disabilities.....11**
- **Title IX.....11**
- UNIVERSITY SERVICES..... 11**
 - **Associated Students, Inc.....11**
 - **Dream Success Center.....11**
 - **Learning Center Information.....11**
 - **Student Health and Counseling Center.....11**
 - **Writing Center.....11**
- Course Topic Descriptions..... 11**
- Professional Resources..... 13**
- LEE 250 Calendar Fall 2020..... 15**

Introduction to Course & Instructor

Course Title: Leadership in Early Childhood Education (ECE)	Instructor Name: Heather L. Horsley
Units: 3	Office Number: Education Building Room 353
Time: Tuesdays, 7:00PM - 9:50PM	Email: hhorsley@mail.fresnostate.edu
Location: Zoom	Telephone: (559) 278-1119
Office Hours: Tuesdays 4:30-6:30pm, and by appointment in video-web conference (Zoom)	

COVID-19 Response

Health Screening: Students who come to campus will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g. , electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course Description

Leadership in creating, improving and expanding ECE programs, resources and services in schools and community settings. Includes leadership roles, planning for positive educational change, partnerships and networking to advocate for ECE and family-friendly policies at the local, state, national and international levels. This is a 3-hour unit class. It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. As such, you should expect to study an average of 6 hours outside of class each week. **Prerequisite** Admission to MA in Ed. (ECE Option) or permission of instructor.

Required Course Materials

- Bruno, H.E., Gonzalez-Mena, J., Henandez, L. A., & Ren-Etta Sullivan, D. (2013). Learning from the bumps in the road: Insights from early childhood leaders. Saint Paul, MN: Red Leaf Press. (*Available at Henry Madden Library as an eBook*)
- Derman-Sparks, L., LeeKeenan, D., & Nimmo, J. (2015). *Leading anti-bias early childhood programs: A guide for change*. New York, NY: Teachers College Press.
- MacDonald, S. (2016). Inspiring early childhood leadership: Eight strategies to ignite passion and transform program quality. Lewisville, KY: Gryphon House.

Recommended Text

Graff, G. & Birkenstein, C. (2009). They say I say: The moves that matter in academic writing (2nd ed.). NY: W. W. Norton. (*Provided as a PDF in Canvas*)

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

Web-Enhanced, Online 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/>
- Access to a device (e.g., laptop, tablet, or smart phone)

We will be using “Canvas,” a Web-Based E-Learning portal system. Canvas 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/>

Course Specifics

Course Summary

All too often leaders are expected to do complex work in isolation. Privatizing leadership practice is essential to moving educational organizations toward a culture where leaders see themselves as learners. Collaborative efforts offer promise in that it can optimize the conditions that allow leader to implement best practices. This course offers students a forum in which to critically analyze the foundation of leadership in early childhood education using the lens of collaboration. The purpose of this course is to help students further develop their knowledge, skills, and dispositions of leadership practice in early childhood education settings that is associated with enhancing children’s learning, development, and kindergarten readiness. Leadership practice that is used in creating, improving, and expanding ECE programs, resources, and services in schools and community settings is explored. Students will actively construct connections between theory, research, and practice related to the following key concepts: leadership roles, planning for positive educational change, and developing partnerships to advocate for ECE and family-friendly policies at the local, state, national, and international levels.

NAEYC Standards National Association for the Education of Young Children's (NAEYC) 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 early childhood education or child development. NAEYC affirms the value of having a common set of standards shared by all in the profession, whatever their preparation or professional role. The advanced standards and Key Elements for this course are as follows:

STANDARD 2. Building Family and Community Relationships - Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities.

- 2b:** Create respectful, reciprocal relationships that support and empower families.

STANDARD 3. Observing, Documenting, and Assessing to Support Young Children and Families - Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.

- 3d:** Demonstrate the ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments.

STANDARD 6. Growing as a Professional

- 6a:** Demonstrate 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:** Develop an in-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role.
- 6c:** Are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that,
- 6d:** integrate knowledge from a variety of sources.
- 6e:** Engage in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies.

CCTC Standards The California Commission on Teacher Credentialing (CCTC) has developed a set of Standards of Program Quality and Effectiveness for the Early Childhood Specialist Credential. The following are included in LEE 250:

Field Experiences

1.3.4-opportunities to work with professional educators and with personnel not necessarily members of the education profession (e.g., pediatricians and nurses, para-professionals, staff members, and parent and community volunteers).

Professional Competencies

2.6.4-Develop criteria for working with volunteers, tutors, parents, and paraprofessional staff members.

2.8-Supervise and coordinate a comprehensive program involving differentiated staffing and provide for staff development.

2.8.2-Provide educational leadership within the community served.

2.8.6-Plan and provide in-service education to meet staff needs and interests.

2.8.7-Model appropriate behaviors for adults leading young children.

2.8.8-Prepare professional reports.

2.9-Direct total program.

2.9.1-Implement minimum standards as required by health, education, and welfare codes.

2.9.2-Organize schedules, supplies, maintenance of equipment, budget planning, and accounting.

2.10.1-Cooperate with administrators, teachers, and parent advisory board in developing proposal designs.

2.10.2-Generate community understanding for needed projects. **Course Goals and Learning Objectives:**

1. Demonstrate the flexible, varied skills needed to work collaboratively and effectively with others in professional roles including collaboration across disciplines and roles. NAEYC 2b, 3d, 6a; CTC 1.3.4, 2.6.4, 2.8, 2.8.2, 2.8.6, 2.8.7, 2.8.8, 2.9.1, 2.9.2, 2.10.1, 2.10.2
2. Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children. Identify and analyze public policy issues, build collaborations or effective coalitions, and communicate ECE issues to a wide range of stakeholders and decision makers. The positions taken should show knowledge of evidence-based approaches for promoting early learning, development, and family strengths, to advocate for appropriate care and education for young children and their families. NAEYC 6a, 6e; CTC 2.8.2, 2.8.7, 2.9.1, 2.9.2, 2.10.1, 2.10.2
3. Use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession. NAEYC 2b, 3d, 6a, 6e; CTC 1.3.4, 2.8.2, 2.8.6, 2.8.7, 2.9, 2.9.1, 2.9.2, 2.10.1, 2.10.2
4. Explain the professional responsibility of early childhood educators to work collaboratively with parents and others to advocate for children's right to developmentally appropriate curriculum, appropriate and valid assessments and the importance of play in early childhood education. NAEYC 6b, 6e; CTC 2.8.2, 2.8.6, 2.8.8, 2.9.1, 2.10.1
5. Demonstrate ability to articulate ECE research and policies for improving ECE programs, classroom environments and work with children and families. NAEYC 6a, 6e; CTC 2.6.4, 2.8, 2.9.1, 2.9.2, 2.10.1, 2.10.2
6. Analyze the complex characteristics of children's families and communities. Use this understanding to outline or structure respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning. NAEYC 2b, 3d, 6a; CTC 2.6.4, 2.8.7, 2.10.2
7. Implement an advocacy leadership role in the ECE field by mentoring a less experienced professional. The activity could be in schools or ECE programs, and the advocacy for children could be at local, state, or national levels. NAEYC 6a, 6e; CTC 2.8.2, 2.8.7
8. Identify and conduct oneself as a member of the ECE profession. Know and use ethical guidelines and other professional standards related to professional practice. NAEYC 6b; CTC 2.8.2, 2.8.6
9. Demonstrate skills and knowledge needed to direct or oversee programs for children. NAEYC 2b, 3d, 6a, 6b, 6e; CTC 2.6.4, 2.8, 2.8.2, 2.8.6, 2.8.7, 2.8.8, 2.9, 2.9.1, 2.9.2, 2.10.1, 2.10.2

Course Requirements & Grading

Required Assignments

Requirement	300 Points of Total Grade
1. Online Activities	100
2. Involvement Activities	100
3. Professional Development Project	100

Grading Scale

Letter Grade	% of Total Grade	Points of Total Grade
A	90% to 100%	270 - 300
B	80% to 89%	240 - 269
C	70% to 79%	219 - 239

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 writing resource:

- APA formatting: The OWL at Purdue: <https://owl.english.purdue.edu/owl/resource/560/01/>

Instruction for Significant Assignments

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

1. Online Activities (100 points, Due Each Week EXCEPT 1, 15, & 16)

- a. The class will engage in in-depth discussion each week by reflecting on assigned readings, discussion questions, and examining related documentation. Prior to class, read chapters and articles indicated on the calendar.
- b. Arrive on time, stay for the duration of class, and actively participate in all class/online activities.

Meets Standards NAEYC 2b, 3d, 6a, 6b, 6e.

2. Involvement Activities (100 points)

- a. **Group Professional Development Plan. (Due Weeks #, 6, 7, 8, 9 & 10; 50 points)**: In teams of 5-6, you will be responsible for planning and facilitating a one-hour lesson that helps class colleagues engage with the course readings/themes/skills. The goal of the group lesson is to build community, increase engagement, and practice designing and facilitating adult learning. Drafts of lesson plans must be discussed with the instructor a week prior to the class session; final written lesson plans are due at the start of your lesson.
 - i. Submit on Canvas: 1) Group Lesson Plan 2) Slides/Materials 3) Reflection 4) Collaborative Assessment

Meets Standards NAEYC 3d, 6a, 6c, 6d; CCTC 1.3.1, 2.2.1, 2.3.6, 2.3.8, 2.7, 2.8, 2.8.6, 2.8.7

- b. **Field Investigation (Due Week 11 on 11/8/20; 50 points)**: In pairs, Interview one ECE Leader. Document their present context (who, where, what...) and summary of findings, including what surprised you about their role and responsibilities. Use provided protocol to follow when asking for an appointment: Make an appointment well in advance. Explain the details of your assignment. Ask if they would like to see the list of interview topics in advance. Ask if they can provide you with a copy of their job description. If you are already a program director, please identify the next level of ECE leadership in your organization to interview.
 - i. Submit on Canvas a Word Document or Presentation with narration:
 - i. With your pair, develop a brief description of the program (name, history, location, type of program, fee structure, number of children and staff)
 - ii. With your pair, provide a summary of your interview findings
 - iii. With your pair, use the readings from the course to assess the strengths of the ECE leader you interviewed as well as her/his areas of improvement
 - iv. Both individuals, use the readings from the course to describe what leadership means to you. Explore how your identities and life experiences influence your leadership ideas and experiences. Consider such identities as your race, ethnicity, social class, gender, and sexual orientation are related to your leadership ideas and experiences;
 - v. Include your Interview protocol as an appendix.

- vi. *estimated length 3-4 double spaced pages; 6-10 Slides with narration (I recommend [Slides Carnival](#) for free, beautiful slide design templates).*

Meets Standards NAEYC 2b, 3d, 6b; CCTC 2.6.4, 2.8.8, 2.9, 2.9.1, 2.9.2, 2.10.1

3. Professional Development Project (100 points, Due Finals Week on 12/18/20)

Design, implement, and reflect on a professional development unit that enhances ECE quality in an ECE setting such as a school or program or in the community. You could choose to join an on-going activity and contribute your expertise and help.

- a. Professional Development Plan - *estimated length 2 pages single spaced pages:*

DRAFT DUE 11/15/20 in Canvas for Peer Review

- i. Select a professional learning topic based on personal experience, literature review, and/or needs assessment.
 - ii. Develop a Professional Development Plan; outline of the leadership activity, short description of what you propose to do, timeline, audience, collaborative partners and identify at least 6-8 resources; *estimated length 2-3 pages single spaced pages.*
 - iii. Implement the professional development plan in A) Real World Context or B) In Class as the end of the semester; Do a short version of the plan.
 - iv. Evaluate your activity / get feedback from target audience.
- b. Coaching Plan - *estimated length 2 pages single spaced pages.*
- i. Identify someone to mentor such as a colleague, paraprofessional, or student.
 - v. Drawing on the strategies discussed in class, develop a coaching plan to support their individual development and learning in the field;
 - ii. Implement the coaching plan in A) Real World Context or B) In Class as the end of the semester; Simulate a shorter version of a coaching session in class.
 - iii. Evaluate your activity / get feedback from mentee.
- c. Final PD Project & Reflection - *estimated length 3-5 double spaced pages.* See separate **Guide and Rubric** for more details and scoring procedure.

Submit to Canvas your professional development plan, your coach plan, a reflective summary of your experience designing and implementing your professional development and coaching plan.

- i. Submit your finalized professional development plan and coaching plan.
- ii. Submit a reflection of your experience facilitating adult learning and development.
 - i. Given where we have journeyed together this semester, how has your thinking about leading, teaching, and learning been impacted? What does being a leader mean to you?
 - ii. What went well? What would you change and improve or continue working on in terms of your own leadership development?
 - iii. What is your call to leadership action beyond this semester?

Meets standards NAEYC 2b, 3d, 6a, 6b, 6e; CTC 1.3.4, 2.6.4, 2.8.2, 2.8.6, 2.8.7

Course Policies

Attendance

Attend all class sessions unless ill. Due to discussions of readings and other in class activity requirements, more than 2 absences may result in a lower grade.

Make Up Policy for Planned and Unplanned Absences

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 practical 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, tests, 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.

Working assumptions for this course

- *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 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 the process.
- *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.

Questions or Concerns

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair: Dr. Imelda Basurto, Literacy, Early Bilingual, Special Education Department

Email: ibasurto@mail.fresnostate.edu

Department phone number: 559.278.0250

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 the Henry Madden Library, Room 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](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

Course Topic Descriptions
<p>Advocacy</p> <p>Advocacy is viewed as an integral component of leadership in the early care and education field. Advocacy can be defined as sticking one’s neck out for others. Assuming personal responsibility is a major component of becoming an advocate. One must “walk the talk.” Advocacy includes being a role model for mentees (unofficial and official). Advocacy entails being an ally and working with others to make changes. Advocacy tools such as “fact sheets” will be utilized.</p>
<p>Collaboration</p> <p>Collaboration involves working with others, developing a shared goal, and ensuring that all participants get their needs met. Synergy is frequently a result of effective collaboration. Collaboration is much more than just cooperating with others, or coordinating activities. Collaboration is time consuming, the process involves hearing everyone’s voice, and making sure that no ideas are dismissed until the presenter decides that they are no longer important. This is a Win –Win process, there are no losers or winners. This is a team work activity, not one lead by a boss.</p>
<p>Commitment to Diversity and an Inclusive Community (English Learners, High Risk Learners, Children with Special Needs)</p> <p>ECE leaders act as advocates for families and children having diverse linguistic, cultural and ethnic backgrounds or who have special ability needs that often place them at risk within the educational, social and economic systems. ECE leaders understand that early intervention and ECE services for high-risk children and families are critical and can have a life-long, significant impact that makes a difference in their future prospects.</p>

Course Topic Descriptions
<p>Dispositions for Leadership and Advocacy</p> <p>ECE leaders examine their own dispositions, beliefs and biases about ECE, children and families and the role of leaders as advocates for change. The value of ECE and the need for leadership in early education at various levels—infant toddler, preschool, K-3 is emphasized. The policies and practices that support the family, cultures and community in order to support young children’s learning and development. ECE leaders choose a leadership activity in a specific area of ECE.</p>
<p>Ethical Leadership, Service and Mentoring</p> <p>The importance of ethical leadership is emphasized through consideration of ethical dilemmas typical in ECE and possible ways ECE leaders approach them. Participating in professional organizations, volunteering and community service to improve the quality of ECE are required. The role of mentoring and advising those at various levels of the ECE career ladder and the importance of professional growth and development throughout one’s career are emphasized.</p>
<p>Goal Setting, Program Development and Evaluation of Progress</p> <p>ECE leaders use formative and summative measures such as needs assessments, surveys and questionnaires to gather data from children, parents and teachers in order to determine goals and objectives for planning, implementing and evaluating leadership initiatives and advocacy projects. They are familiar with resources for obtaining funding for developing new ECE programs and adding new services. They are aware that advocacy is needed to preserve scarce ECE resources. They understand that program continuation depends on documenting results to demonstrate meeting performance goals and achieving positive outcomes.</p>
<p>Partnerships, Collaboration and Networking</p> <p>ECE leaders are good communicators who value the opportunity to work with others on a common agenda for making educational change. They recognize that building partnerships with parents and the community, collaborating and networking with ECE professionals and others concerned with children and families across ECE program types and services are critical. They value social relations that include teamwork and constructive, ongoing dialogue, listening, developing a shared vision, mutually acceptable goals, constructive problem-solving, conflict mediation, attaining consensus and working on productive projects that benefit everyone involved.</p>
<p>Research as the Basis for Leadership Activities</p> <p>The course emphasizes that quality ECE has been shown to have a lasting, positive influence on children’s success in learning and in life. To be successful leaders and advocates, ECE leaders must know the theory and research that is the foundation of sound ECE practices. They must be able to express themselves in an articulate manner to other professionals as well as community members. Their positions are informed by research, public policy, legal and technical requirements and recommendations from ECE authorities and professional organizations. They are knowledgeable about early learning standards, federal and state guidelines, licensing, accreditation and other ECE mandates that ensure program quality, developmentally appropriate curriculum, comprehensive, family-friendly services, professional qualifications, certification and credentials. As a result, ECE leaders know the components essential for a well-rounded, research-based ECE program.</p>
<p>Using Technology</p> <p>Technology is incorporated into leadership practices covered in this course. Students use technology for learning, conducting research, collaboration and networking. They use media to make a presentation of their leadership project to the class. Students learn how to locate professional resources on the internet for research, advocacy, policy-making, teaching, and program improvement.</p>

Professional Resources

These journals and websites may be helpful for required assignments for this course:

ADVOCACY, RESEARCH AND POLICY

Alliance for Childhood, www.allianceforchildhood.org

Bay Area Coalition for Play, <https://www.facebook.com/BayAreaCoalitionforPlay>

California Association for Bilingual Education (CABE),

http://www.bilingualeducation.org/resources_public_articles.php

California Child Care Resource and Referral www.rrnetwork.org

California Department of Education www.cde.ca.gov (Child Development, credential, standards, laws, codes)

California Early Childhood Mentor Program <http://www.ecementor.org/>

Campaign for a Commercial Free Childhood, (CCFC), www.commercialfreechildhood.org

Campaign for the Ratification of the Convention on the Rights of the Child, (CRC),

www.childrightscampaign.org

Children's Defense Fund <http://www.childrensdefense.org/>

Central Valley Children's Services Network. <http://www.cvcvn.org/> (CSN, Fresno County's Resource and Referral agency)

The Children's Movement Fresno, <http://www.tcmfresno.org/>

Concerned Educators Allied for a Safe Environment (CEASE) <http://www.peaceeducators.org/> (Special Interest Forum of NAEYC)

Cradle to Career Fresno County, <https://fresnoc2c.org/>

Division for Early Childhood, Council for Exceptional Children (DEC, CEC) <http://www.dec-sped.org/>

Educators for Social Responsibility www.esrnational.org

Education Perspectives for the Central Valley, Inc., <http://www.eduperspectivescv.org/index.php>

First Five Fresno County, <https://www.first5fresno.org/>

Fresno Economic Opportunities Commission: <http://www.fresnoeoc.org/>

Fresno State Early Childhood Education and Development Club, <http://fresnostate.edu/kremen/students/clubs/ece-club.html>

Gender Spectrum, <https://www.genderspectrum.org/>

Healthy Media Choices, www.healthymediachoices.org

International Play Association (IPA), <http://ipaworld.org/>

National Black Child Development Institute (NBCDI), <http://www.nbcdi.org/>

OMEP-USA, www.omep-usa.org

On The Capitol Doorstep <http://www.otcdkids.com/>

PACER Center, Champions for children with disabilities, <http://www.pacer.org/>

Program for Infant/Toddler Care, https://www.pitc.org/pub/pitc_docs/home.csp

Rethinking Schools, www.rethinkingschools.org

Teachers Resisting Unhealthy Children's Entertainment (T.R.U.C.E.), www.truceteachers.org

Teaching Tolerance, www.tolerance.org

Women's International League of Peace and Freedom (WILPF), www.wilpf.org

Zero To Three, www.zerotothree.org

RESEARCH AND PRACTICE

LEE 250 – Horsley Syllabus v3 9/7/2020

Fall 2019, Tuesdays 7-9:50PM

CALIFORNIA STATE UNIVERSITY, FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (KSOEHD)
Department of Literacy, Early, Bilingual and Special Education (LEBSE)
Early Childhood Education Graduate Program

Center For Early Childhood Research <http://eci.uchicago.edu/>
Clearinghouse On Early Education And Parenting <http://ceep.crc.uiuc.edu/poptopics.html>
Early Childhood Research and Practice <http://ecrp.uiuc.edu/>
Early Childhood Research Quarterly
http://www.elsevier.com/wps/find/journaldescription.cws_home/620184/description
Journal Of Early Childhood Research <http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201641>
Myers Briggs Leadership Styles <http://www.teamtechnology.co.uk/>
National Center For Early Development And Learning <http://www.fpg.unc.edu/~nced/>
National Association For The Education Of Young Children <http://www.naeyc.org/>
Research On Early Childhood Education (Historical—1960s-1989) <http://www.nwrel.org/scpd/sirs/3/topsyn3.html>
TED: Technology, Entertainment, Design. <http://www.ted.com>

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LEE 250 Calendar Fall 2020

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

Key:
 Synchronous = When learning occurs at the same time; Whole group
 Asynchronous = When learning does not occur at the same time; Individual, self-guided
 Flipped = When learning occurs both synchronously and asynchronously; Hybrid of whole group and individual, self-guided

Week	DATE	What TOPICS will we explore?	What's DUE?
1	8/25 Synchronous 7-8:30PM	Introduction & Syllabus – Leadership in ECE	
2	9/1 Flipped 7-8:30PM	Change Leadership –What organizational systems are needed to help children develop and learn?	<ul style="list-style-type: none"> ○ Read: Douglas, A. (2017). Leading for Change in early care and education. Ch. 3 & 4. ○ Read: Bryk, A. S. (2010). Organizing schools for improvement. <i>Kappan</i>, 91(7), 23-30. ☐ Complete Activities in Canvas before attending class
3	9/8 Flipped 7-8:30PM	Effective Leadership: What is a leader? What is advocacy?	<ul style="list-style-type: none"> ○ Read: Jones, M. (2007). What is a leader, anyway? <i>Exchange</i>, 74-77. ○ Read: Bruno et al. Ch. 10 ○ Read: Taylor Dever, M. (2006). Advocating for young children: A preservice teacher education project. <i>Journal of Early Childhood Teacher Education</i>, 27(4), 391-399. ☐ Complete Activities in Canvas before attending class
4	9/15 Asynchronous	Administrative Leadership: How should ECE leaders coordinate their work to ensure quality programs?	<ul style="list-style-type: none"> ○ Read: Bassok, D., Fitzpatrick, M., Greenberg, E., & Loeb, S. (2016). Within- and between-sector quality differences in early childhood education and care. <i>Child Development</i>, 87(5), 1627-1645. ○ Report in Brief for Educators and Caregivers - Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, 1-6. ○ McCormick Center for Early Childhood Leadership (Summer 2019). Research Notes – Leadership for Family Child Care: The Promise of Staffed Family Child Care Networks, 1-3. ○ National Center on Early Childhood Quality Assurance (2016). QRIS Compendium Fact Sheets ☐ Complete Activities in Canvas by 9/20/20

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5	9/22 Asynchronous	Visionary Leadership: Why create a vision and priorities? What role do leaders play in professionalizing ECE?	<ul style="list-style-type: none"> ○ Read: Derman-Sparks et al.: Ch. 1 & 2 ○ Read: MacDonald: Ch. 1 ☐ Complete Activities in Canvas by 9/27/20
6	9/29 Synchronous 7-8:30PM	Leadership for Family Engagement –Why should ECE leaders partner with families?	<ul style="list-style-type: none"> ○ Read: Derman-Sparks et al. Ch. 5 ○ Read: Ripples of Transformation: Families leading change in early childhood systems – A family engagement toolkit for providers and program leaders. ☐ Complete Activities in Canvas before attending class ☐ Submit on Canvas by 10/4/20: Group #1 Implements PD Plan in Class
7	10/6 Synchronous 7-8:30PM	Developmental Leadership –How similar is adult and child learning and development?	<ul style="list-style-type: none"> ○ Read: Bruno et al. Ch. 8 & 9 ○ Read: MacDonald Ch. 3 ☐ Complete Activities in Canvas before attending class ☐ Submit on Canvas by 10/11/20: Group #2 Implements PD Plan in Class
8	10/13 Synchronous 7-8:30PM	Collaborative Leadership – How do facilitation skills foster collaboration?	<ul style="list-style-type: none"> ○ Read: Bruno et al. Ch. 3 ○ Read: MacDonald Ch. 6 ○ Read: McDonald, J. P. et al. (2003). Ch. 1 from the Power of Protocols ☐ Complete Activities in Canvas before attending class ☐ Submit on Canvas by 10/18/20: Group #3 Implements PD Plan in Class
9	10/20 Synchronous 7-8:30PM	Teacher Leadership: What's trust got to do with it?	<ul style="list-style-type: none"> ○ Read: Bryk, A. S. & Schneider, B. (2003). Trust in schools: A core resource for school reform. <i>Educational Leadership</i>, 60(6), 40-44. ○ Read: Mangin, M. & Stoelinga, S. R. (2011). Peer? Expert? Teacher leaders struggle to gain trust while establishing their expertise. <i>Journal of Staff Development</i>, 32(3), 48-51. ○ MacDonald Ch. 7 ☐ Complete Activities in Canvas before attending class ☐ Submit on Canvas by 10/25/20: Group #4 Implements PD Plan in Class
10	10/27 Synchronous 7-8:30PM	Inclusive Leadership –What happens when we come along side each other?	<ul style="list-style-type: none"> ○ Read: Whitebook, M. & Bellm, D. (2014). Mentors as teachers, learners, and leaders. <i>Exchange</i>, 14-18. ○ Read: Skiffington, S., Washburn, S., & Elliot, K. (2011). Instructional coaching: Helping preschool teachers reach their full potential. <i>Young Children</i>, 12-19. ○ Read: Bruno et al. Ch. 2 ☐ Complete Activities in Canvas before attending class ☐ Submit on Canvas by 11/1/20: Group #5 Implements PD Plan in Class

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11	11/3 Asynchronous US Election Day	Conflict Management Leadership: Just what does creating a 'safe' space for learning mean?	<ul style="list-style-type: none"> ○ Read: Bruno et al. Ch. 1 ○ Read: MacDonald, E. (2011). When nice won't suffice: Honest discourse is key to shifting school culture. <i>Journal of Staff Development</i>, 32(3), 45-51. ○ Read: Derman-Sparks et. al. Ch. 7 ☐ Complete Activities in Canvas by 11/8/20 ☐ Submit on Canvas: Field Investigation by midnight on 11/8/20
12	11/10 Flipped 7-8:30PM	Inquiry-Based Leadership: How do we know a change is an improvement?	<ul style="list-style-type: none"> ○ Read: Guernsey, L. & Ochshorn, S. (2011). Watching teachers work Using observation tools to promote effective teaching in early years and early grades. New America Foundation. ○ Read: Derman-Sparks et. al. Ch. 8 & 9 ☐ Complete Activities in Canvas before attending class ☐ Submit on Canvas Draft and Complete Peer Review of PD Plan by 11/15/20
13	11/17 Flipped 7-8:30PM	Reflective Leadership – Why is self-reflection a best practice?	<ul style="list-style-type: none"> ○ Read: Bruno et al. Ch. 5 ○ Read: Derman-Sparks et. al. Ch. 4 ○ Read: MacDonald Ch. 2 ☐ Complete Activities in Canvas before attending class
14	11/24 Asynchronous	Intentional Leadership – When good intentions have unintended consequences?	<ul style="list-style-type: none"> ○ Read: Bruno et al. Ch. 11 ○ Read: NAEYC Ethical Standards 2011 Update ○ Read: Feeney, S. & Freeman, N. K. (2016). Ethical issues: Responsibilities and Dilemmas. <i>Young Children</i>, 86-89. ○ Read: NAEYC Ethical Conduct Supplement for Program Administrators Update 2011 ☐ Complete Activities in Canvas by 11/29/20
15	12/1 Synchronous	In-class Activity: Implementation of PD Project, as needed	<ul style="list-style-type: none"> ☐ Implement 15-minute activity from your PD Plan in Class ☐ Course/Instructor Evaluation
16	12/8 Synchronous	In-class Activity: Implementation of PD Project, as needed	<ul style="list-style-type: none"> ☐ Implement 15-minute activity from your PD Plan in Class
Finals	12/15	None	<ul style="list-style-type: none"> ☐ Submit Professional Development Project on Canvas by 12/18/20