

Current Legislation, Trends, and Issues in
Early Childhood Education, Bilingual Education,
Early Childhood Special Education, and Multicultural Education
Spring, 2004

EDSE 633 (formerly EDSE 530); EDUT 782 Policy Perspectives Affecting Diverse Learners

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	Office Hours:	Office Hours:
	Tuesdays 7:30 to 8:30	Tuesdays 7:30 to 8:30
	And by appointment	and by appointment

Class Day: Tuesday - 4:30 to 7:10pm

Course Description:

This course is a seminar for master's students and is designed to provide students with an understanding of both historical and current trends and issues involving legislation and policy in early childhood education, bilingual education, early childhood special education, and multicultural education. The course will also focus on the historical role of social advocacy, the development of advocacy skills, and collaboration and consultation with other professionals and staff in the field of early childhood education. Students will further their understanding of the continuum of services and the context of service delivery at the local level and also at the state and national levels. Students will explore their roles as leaders in the field of education and learn how to develop leadership skills.

Relationship to Program Goals and Professional Organization:

This course is part of the George Mason University Graduate School of Education Special Education Program (area of early childhood education) and of the UTEEM Program (Early Childhood, Special Education, bilingual/ESL) for teacher licensure in the Commonwealth of Virginia. This program complies with the standards for teacher licensure established by the Division of Early Childhood, the major professional organization addressing Early Childhood Special Education, and the National Association for the Education of Young Children, the major professional organization addressing Early Childhood Education.

Early Childhood Council of Exceptional Children's Standards addressed:

Standard 1: Foundations

Standard 9: Professional and ethical practice Assessment

Standard 10: Collaboration

Course Objectives:

At the completion of this course, students will:

- 1) have an understanding of the historical role of social advocacy and the role of educators in advocating for young children;
- 2) demonstrate the ability to collaborate and consult with professional peers and staff in the field of education;
- 3) have an understanding of the legislation and policy-making process related to culturally, linguistically, and ability diverse young children and their families;
- 4) demonstrate knowledge of the continuum of services and the fiscal and regulatory context of service delivery at the local, state, and national levels;
- 5) have an understanding of the administrative aspects and legal mandates for early childhood programs;
- 6) identify characteristics of leaders and develop leadership skills;
- 7) demonstrate the ability to analyze a current policy issue related to the lives of culturally, linguistically, and ability diverse young children and their families and to plan and implement an appropriate awareness/advocacy/leadership response.

Required Text:

Huff, D. 1993. How to lie with statistics. New York: Norton.

In addition to the Huff text, all students will be required to select a book length biography or autobiography of someone whom they consider to be an influential leader. Please email the instructors when you have chosen your book.

Recommended Resource Texts:

Capper, C.A., Frattura, E. & Keyes, M.W. 2000. Meeting the needs of students of all abilities: How leaders go beyond inclusion. Corwin: Thousand Oaks, CA.

National Coalition Building Institute. Leadership into action.

Albrecht, B., Zigler, E., Wilson Hall, N. 1999. Child development and social policy. McGraw Hill: New York.

Required Additional Readings:

Since current policy readings are often found on the websites associated with advocacy and policy organizations, we will require several readings that can be obtained from the web. These will be listed with the appropriate class week on the syllabus. In addition, we encourage you to access these sites as you proceed with your group and independent research projects. We also encourage you to collect and share policy related articles in our weekly class sessions.

Professional organizations, school boards, school administrators, state departments, and local school systems all have websites on which they post their policy statements.

Some examples of sites include:

- <http://www.tcrecord.org> (a publication of Teacher’s College, Columbia University)
- <http://www.ed.gov/policy/speced/leg/idea> (the United States Department of Education Site)
- <http://naeyc.org> (National Association for the Education of Young Children)
- <http://www.childrensdefense.org> (Children’s Defense Fund)
- <http://www.edweek.org> (Education Week)
- <http://www.pdkintl.org> (on-line versions of Kappan, a publication of Phi Delta Kappa)

Due to the evolving nature of policy and policy resources, it is possible that we may select an additional reading for selected weeks. Be assured that these will not constitute reading overload, but will enable you to really be on the front edge of policy.

Note: If you require special learning accommodations due to a disability or other factors, please contact the instructors as soon as possible, so that accommodations can be made. You may also want to contact the university’s Disability Resource Center, located in SUBI, or make use of the Writing Center, located in Robinson A.

COURSE SCHEDULE AND READING ASSIGNMENTS

(schedule might change depending on student interests and speaker availability)

CLASS 1/20/04	Class for EDSE 633 only – review of coursework taken to date and prior knowledge on the topics addressed in class (EDUT 782 is meeting later in the week during orientation.)
reading and other assignments for 2/37/04	<ul style="list-style-type: none"> ▪ Bring articles regarding educational policy (newspaper, news magazine, etc) ▪ Read <i>Empowerment and Education: Civil Rights, Expert-Advocates, and Parent Politics in Head Start, 1964–1980</i> by Josh Kagan at http://www.tcrecord.org/pdf/10847.pdf
CLASS 2/3/04	<ul style="list-style-type: none"> ▪ Go over syllabus and assignments ▪ Educational Policy This Week ▪ Today’s Purported Era of Scientific Objectivity and Educational Policy
reading and other assignments for 2/10/04	<ul style="list-style-type: none"> ▪ Read <i>No Child Left Behind: Title I Federal Legislative Expectations</i> by Kenneth Wong, Anna Nocptera, & JoAnn Manning at http://www.temple.edu/lss/pdf/misc/nclbtitle1guide.pdf ▪ Read IDEA at http://www.ed.gov/policy/speced/leg/idea/idea.pdf ▪ Begin reading <i>How to Lie with Statistics</i> ▪ Resource reading: Allen, T. 2004. No child left unscathed. <i>Phi Delta Kappan</i>, January 2004, pp. 396-398.

CLASS 2/10/04¹	<ul style="list-style-type: none"> ▪ No Child Left Behind ▪ IDEA
reading and other assignments for 2/17/04	<ul style="list-style-type: none"> ▪ Read Executive Summary of High Stakes Testing for Tracking, Promotion, and Graduation by Jay P. Heubert and Robert M. Hauser, <i>Editors</i> at http://books.nap.edu/html/highstakes/ ▪ Finish <u>How to Lie with Statistics</u> ▪ Additional resources: <u>Phi Delta Kappan</u>, January 2004, special section on testing, pp. 352-395; <u>Young Children</u>, January 2004, issue on assessment; <u>Education Week</u>, January 8, 2004, <i>Special Education in an Era of Standards</i>.
CLASS 2/17/04	<ul style="list-style-type: none"> ▪ Labeling, High Stakes Testing, and Over-Representation and Under-Representation of Minority Groups in Special Education ▪ Students explore topics for Current Trend Group Project
reading and other assignments for 2/24/04	<ul style="list-style-type: none"> ▪ Read Poverty, Welfare Reform, and the Meaning of Disability by Jennifer Pokempner and Dorothy E. Roberts at http://moritzlaw.osu.edu/lawjournal/pokempner.htm
CLASS 2/24/04	<ul style="list-style-type: none"> ▪ Access to Health Care, Early Intervention and Welfare Reform ▪ Students explore topics for Current Trend Group Project
reading and other assignments for 3/2/04	<ul style="list-style-type: none"> • Come to class with the leadership text you have read. Prepare a brief reflection to share in class on why you consider this individual to be a leader and what you learned about the attributes and actions of effective leaders.
CLASS 3/2/04	<ul style="list-style-type: none"> ▪ Leadership: exploring attributes of effective leadership, the meaning of leadership and advocacy in diverse community settings. ▪ The Week of the Young Child as an opportunity for leadership and advocacy. ▪ Students clear on group and topic for “ Group Project” ▪ Begin committee work for Week of the Young Child
reading and other assignments for TBA	<ul style="list-style-type: none"> ▪ Review NAEYC, CEC, and TESOL Professional Standards ▪ Review DEC position statement on professional standards at http://www.dec-sped.org/position_papers.html

¹ Topics for 2/10/04, 2/17/04, 2/24/04, 3/2/04 will include discussion of case study and state and federal law, local policy related to the topic.

CLASS TBA	<ul style="list-style-type: none"> ▪ Awareness and Addressing the Standards of Practice for ALL the Students We Teach ▪ Students work on group projects
<i>March 9th – Spring Recess</i>	
reading and other assignments for 3/16/04	<ul style="list-style-type: none"> ▪ Review Work on Week of the Young Child Website http://naeyc.org/woyc/default.asp ▪ Readings as assigned by Trend Groups
CLASS 3/16/04	<ul style="list-style-type: none"> ▪ First Current Trend Group Project presentation ▪ Begin Work on Week of the Young Child
FEEDBACK ASSIGNMENT TO GROUP PRESENTING ON 3/16/04	<ul style="list-style-type: none"> ▪ Due Date 3/23/04
reading and other assignments for 3/23/04	<ul style="list-style-type: none"> ▪ Readings as assigned by Trend Groups ▪ Explore Appropriate GMU website to gather information helpful for Week of the Young Child Project
CLASS 3/23/04	<ul style="list-style-type: none"> ▪ Current Trend Group Presentation ▪ Continue Work on Week of the Young Child
FEEDBACK ASSIGNMENT TO GROUP PRESENTING ON 3/23/04	<ul style="list-style-type: none"> ▪ Due Date 3/30/04
reading and other assignments for 3/30/04	<ul style="list-style-type: none"> ▪ Current Trend Reading Assignment ▪ Make appropriate contacts for Week of the Young Child Project
CLASS 3/30/04	<ul style="list-style-type: none"> ▪ Current Trend Group nPresentations ▪ Continue Work on Week of the Young Child
FEEDBACK ASSIGNMENT TO GROUP PRESENTING ON 3/30/04	<ul style="list-style-type: none"> ▪ Due Date 4/6/04
reading and other assignments for 4/6/04	<ul style="list-style-type: none"> ▪ Reading to be assigned by Current Trend Group ▪ Continue to make appropriate contacts for Week of the Young Child Project
CLASS 4/6/04	<ul style="list-style-type: none"> ▪ Current Trend Group Presentation ▪ Continue Work on Week of the Young Child
FEEDBACK ASSIGNMENT TO GROUP PRESENTING ON 4/6/04	<ul style="list-style-type: none"> ▪ Due Date 4/13/04

CLASS 4/13/04	<ul style="list-style-type: none"> ▪ Finalize all plans for Week of the Young Child Project (no full class meeting – work within groups)
CLASS 4/20/04	<ul style="list-style-type: none"> ▪ Implement Week of the Young Child Project
DISCUSSION BOARD ASSIGNMENT FOR 4/20/04	<ul style="list-style-type: none"> ▪ Discussion on your experiences from the week, etc (completed by 4/27/04)
reading and other assignments for 4/27/04	<ul style="list-style-type: none"> ▪ Reflection paper on Week of the Young Child Project is due.
CLASS 4/27/04	<ul style="list-style-type: none"> ▪ Ask any final questions regarding individual case study research paper. ▪ Debrief on Week of the Young Child

Summary of Projects and Grading

Course Grading:

1. Participation and preparation

10 points

2. Current Issues Project

25 points

3. Feedback Given on Current Issues Presentations (including blackboard discussions)

10 points

4. Advocacy and Leadership Project – Leadership Reading Reflection and Week of the Young Child Project

30 points

5. Case Study/Individual Research Paper

25 points

Assignment of Grades:

98-100 A+

94-97 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

70-79 C

ASSIGNMENTS

1. Preparation and Participation

Students are expected to have completed assigned readings prior to class and participate in group discussions and activities. The rubric below will be used to assess participation.

For class participation, we consider the following:

Excellent: 9-10 points

1. Regularly asks questions or makes observations that indicate reflection and analysis appropriate to the topic.
2. Participates actively in small groups.
3. Completes all in-class assignments.
4. Collaborates with fellow classmates, providing opportunities to support the participation of all.
5. Demonstrates understanding of effective leadership attributes.

Competent: 8-9 points

1. Occasionally asks questions or makes observations that indicate reflection and analysis appropriate to the topic.
2. Participates in small groups.
3. Inconsistent completion of in-class activities.
4. Limited awareness of the learning needs of peers, limited support for their participation.
5. Limited use of leadership attributes in implementing group projects.

Minimal: 7-8 points

1. Rarely participates in large group discussion. Little evidence of having completed out of class readings.
2. Limited contribution to small group activities.
3. Does not complete in-class activities.
4. Does not share awareness of peers as fellow members of a learning community.
5. Does not attempt to put leadership attributes into practice.

Unacceptable: 0-6

1. Often misses class and shows very limited evidence of completing outside work.
2. Does not actively participate in small group activities.
3. Does not complete in-class activities.
4. Does not provide support for peers understanding.

In addition, we will be asking you to participate in blackboard discussions at various times. Two major times of participation will be in giving peer feedback on the Current Issues Projects and during the Week of the Young Child project. Those will be awarded points as a part of the actual assignment (Current Issues of Week of the Young Child). We will also be asking you to participate in a few blackboard discussions as the need arises. Points received during these discussions will be included in your overall

preparation and participation points. In all of the blackboard discussions we will use the following rubric.

Beginning Rubric: Blackboard Discussion

	Excellent	Average	Poor	No Credit
<i>Demonstration of knowledge and understanding</i>	Posting indicates clear understanding of readings and class discussion.	Postings generally show understanding of readings and class discussion but there is inaccurate part of posting.	Not evident that readings/class discussions were understood. Often this happens when student just incorporated information for others postings rather than adding new material from readings.	No posting related to issues presented by group members.
<i>Responding to peers</i>	Responds to all of the group members' initial postings. Postings well distributed throughout the week.	Responds to all of the group members' initial posting but not distributed throughout the week	Responds to some of the group members' initial postings.	No posting related to issues presented by group members

2. Current Issues Project

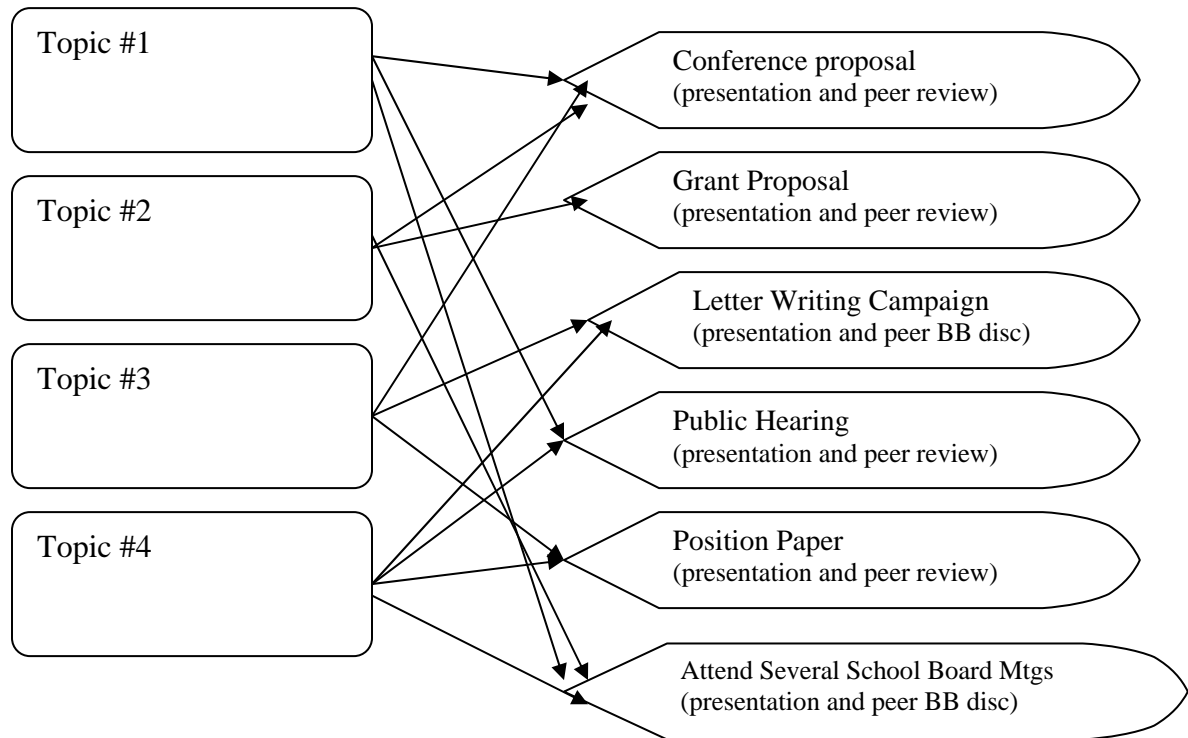
With help of faculty, students develop ideas for a project addressing current trends and issues in educational policy in Early Childhood Education, Bilingual Education, Early Childhood Special Education, and Multicultural Education. For each project, you be responsible for two parts. First, based on your comprehensive research of the topic, as a group, you will decide on an appropriate product to demonstrate leadership and advocacy around this issue. See the figure below for examples; however, others may be appropriate. Second, you are to plan a way to involve the class in understanding your topic. To do this, you are to select one brief reading that the class must read in preparation for class. Please come to class the week prior with the assigned reading. During the week of your presentation, you need to provide a brief handout and overview of your topic. Then, involve the class in an activity appropriate to your topic; ie., reviewing your grant, responding to your testimony, etc. These projects are completed in groups of various sizes (2 to 6 people) depending on the project. Projects also include a component in which peers evaluate or discuss the project via Blackboard.

The nature of each current issues project will depend upon the group's topic (see figure below for initial guidance).

Framework for Current Issues Project

Topic

Example Appropriate Project



This is a working framework. Obviously we have not set predetermined topics and we expect that you will identify additional appropriate projects. This should be done with our approval. Prior to your in-class presentation, no later than one week ahead, you should check in with us to confirm your plans.

Guidelines for Particular Projects

We have not prepared guidelines for all types of projects and indeed some of the kinds of appropriate projects have not yet been determined but will be determined with your input. Here are guidelines for two possible projects.

Example #1 Conference Proposal

Using the guidelines provided by the organization you have chosen, write a proposal for a conference workshop session of the organization's annual conference. This activity should be done individually or with 1 additional person. A copy of the Call for Papers and final proposal that was mailed to the conference organizers should be submitted to the professors. The proposal will be graded based on the requirements outlined in the Call for Papers.

Beginning Rubric: Conference Proposal

<u>Component</u>
Includes all "Call for paper" components
Idea congruent with conference theme and objectives
Well written <ul style="list-style-type: none"> ○ Arguments proceed in a logical order and are supported with evidence and/or examples. The conclusion is obvious and compelling before the reader reads the last paragraph ○ Each paragraph contains a clear topic sentence that relates directly to the thesis.

<p>Examples and/or arguments support the topic sentence. The significance of each paragraph is clear. Appropriate transitions take the reader from one paragraph to the next.</p> <ul style="list-style-type: none"> ○ The paper is written in a clear and engaging style ○ The conclusions the author makes are clearly stated in the final paragraph. They follow in a compelling manner from the body of the paper. ○ Proposal is completely free of spelling, grammatical or mechanical errors.
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Example #2 Written Grant Proposal

Using one of the RFPs provided by your instructor or classmates or through your own search, write a proposal that addresses the needs of culturally, linguistically and/or ability diverse children in some capacity. This activity can be done individually or in a group of 2. Be sure to include all of the components as specified in the RFP. The grant will be graded based on criteria identified in the RFP. Notice that the course schedule includes dates when different aspects of this activity are due. In addition, you will be given a proposal to review that was written by one of your classmates. In class you will read the proposal and score it according to the criteria set up in the RFP. You will provide written comments to the proposal writer as well as to the instructor. In addition, you will share your feedback verbally with the proposal writer.

Beginning Rubric: Grant Proposal

Component
Includes all RFP components
Idea congruent with grant purpose and objectives in a comprehensive manner
Well written <ul style="list-style-type: none"> ○ Arguments proceed in a logical order and are supported with evidence and/or examples. The conclusion is obvious and compelling before the reader reads the last paragraph ○ Each paragraph contains a clear topic sentence that relates directly to the thesis. Examples and/or arguments support the topic sentence. The significance of each paragraph is clear. Appropriate transitions take the reader from one paragraph to the next. ○ The paper is written in a clear and engaging style ○ The conclusions the author makes are clearly stated in the final paragraph. They follow in a compelling manner from the body of the paper. ○ Proposal is completely free of spelling, grammatical or mechanical errors.

3. Peer Feedback Given on Current Issues Projects (including blackboard discussions)

All current issues projects will include a component in which those not involved in a particular project will be asked to be involved in a specific task. The task might be listening to and giving feedback on a presentation at a public hearing, reviewing and critiquing a grant or conference proposal, participating in a blackboard discussion on the current issue, etc. For the above example projects, for Conference Proposal, peers might be asked to review a proposal and give written feedback on whether the proposed conference session included content that was asked for in the “Call for Papers,” whether the proposed title of the session reflected the content that is proposed to be presented, whether it included all the required components, and whether the proposal was well written. It is role of the current issues group to develop the peer activity and for peers to participate in the activity completing the task developed by the current issues group.

Peer feedback will be posted on Blackboard, and will be graded using the Blackboard rubric above.

4. Week of the Young Child Project (including associated reflection)

April 19-23 is the Week of the Young Child. The Week of the Young Child is spearheaded by the National Association for the Education of Young Children and provides an opportunity for communities to heighten awareness of the needs of young children and their families. It often provides a good venue for calling community attention to policy issues that affect young children that often receive little to no attention. Here at GMU, there are many people interested in young children, but there is no coordinated effort to celebrate the Week of the Young Child. This assignment is a class assignment to develop and implement a plan for celebrating the Week of the Young Child here at GMU. As a class you will need to do some research on some ways organizations have celebrated this week. In sub-committees, you will need to establish connections with other groups in the university that could be willing supporters and collaborators.

You will then actually plan one or more activities to highlight the Week of the Young Child. These might include giving out information, developing one or more prominent displays, sponsoring an event, etc. During the planning of this activity you will also read a self-selected book on leadership.

After you have completed The Week of the Young Child activities, each of you is to write a reflection about the experience, in which you discuss what happened, your role in the process, and, in particular, you analyze your leadership from the perspective of class discussion and your reading.

Your grade for this assignment will come from three sources:

1. Your work as sub-committees, as evidenced by your weekly work together and your postings on Blackboard (graded as individuals). 5 points of 30
 - Postings show continuous planning activity – e.g., records of phone contacts, information gathered, sub-committee activity on a weekly basis up until the Week of the Young Child.
2. The actual activities that occur as a result of your planning (graded as a whole group). 15 points of 30
 - Activities were visible and had potential for heightened awareness.
 - Activities involved other members of the campus community.
3. Your individual reflection (graded as individuals) See beginning rubric at the end of this section 10 points of 30
 - Describes group planning and implementation process.
 - Critically analyzes own role as a group member.
 - Critically analyzes own role as a group leader, linking to elements identified in reading and in class.
 - Critically analyzes the project outcome and its impact.

Beginning Rubric: Peer Evaluation

The purpose of this rubric is to assess how well you think you did as a group member, and how well you think other members of your group did as group members while working on this project. Rate yourself and each member of your group on each of the following categories as shown in the table below:

- Overall performance (job within the group such as leader, progress checker, etc.);
- Knowledge of project topic;
- Effectiveness of communication;
- Degree of participation in group activities; and
- Degree of contribution to group work.

Use the following rating scale:
 1= inadequate or barely adequate;
 2= adequate but could have been better;
 3= just right;
 4= made extra efforts to resolve issues and identify problem needs.

Write your name and the names of your group members in the columns. Write your evaluation number for each category in the cell adjacent to your name.

	<i>Your Name</i>	<i>Member 1</i>	<i>Member 2</i>	<i>Member 3</i>	<i>Up to as many members as needed</i>
Overall Performance					
Knowledge					
Communication					
Participation					
Contribution					
Additional Comments (if necessary)					

5. Case Study/Research Paper

Working independently, students will develop an in-depth case study to use to situate policy and research that examines the interlocking service system addressing the needs of young children who are culturally, linguistically and culturally diverse. The case study could be based upon a child and family with whom you have worked and should be rich enough to enable you to make applications across the service delivery network (i.e., require an understanding of housing issues, immigration issues, special education issues, second language issues etc.). You will demonstrate a clear link between the case, policy and research. The paper will draw upon legislation and policy studied in class while simultaneously reviewing related research. You must use at least 5 research-based sources, up to 5 web-based policy, regulatory, or position statements, as well as other texts and articles to support your thoughts and ideas. The paper should follow APA style.

Beginning Rubric: Case Study/Research Paper

Relevant Component
Legislative, policy, service and research sources used are relevant, timely, and valid
In-depth case of young child who is culturally, linguistically and/or ability diverse. The multifaceted and interrelated educational interventions presented in detail.

Relevant legislation and policy is discussed.
<p>Demonstrates a</p> <ul style="list-style-type: none"> ○ Paper provides succinct summary of (minimum) 5 research articles – includes a description of how your searched the literature ○ How the research reviewed relate to your case study. ○ What is the relationship between the research articles you found: how do they support and/or contradict one another?
The interrelations between the three stands of the paper, case study and associated educational intervention provision, legislation and policy, and research are reviewed and discussed, consistent finding and contradictions presented.
<p>Writing</p> <ul style="list-style-type: none"> ○ Introductory statement includes a clear summary (preferable 1 sentence) summary of paper findings and conclusions ○ Arguments proceed in a logical order and are supported with evidence and/or examples. The conclusion is obvious and compelling before the reader reads the last paragraph ○ Each paragraph contains a clear topic sentence that relates directly to the thesis. Examples and/or arguments support the topic sentence. The significance of each paragraph is clear. Appropriate transitions take the reader from one paragraph to the next. ○ The paper is written in a clear and engaging style ○ The conclusions the author makes are clearly stated in the final paragraph. They follow in a compelling manner from the body of the paper. ○ The paper is submitted in <i>APA style</i> and is completely free of spelling, grammatical or mechanical errors.

To Date, Student Initiated Topics to Address

- ❖ IDEA and its reauthorization
- ❖ Fifty years after Brown – policy impact and how it relates to other legislation, policy, etc
- ❖ Interrelationships between local policy & federal requirements
- ❖ How division of services takes place – why are some processes so formal while other processes less so
- ❖ Issues related to eligibility
- ❖ Placement, transition policy and IEP practices
- ❖ Where does SSI and other social benefits fit with IDEA
- ❖ Service for when children get out of school
- ❖ Across boundary eligibility
- ❖ Educational Labeling
- ❖ Special education services in private schools – school vouchers
- ❖ IDEA and NCLB
- ❖ Inclusion – what is realistic
- ❖ Encouraging parents to be advocates
- ❖ Individual teachers roles given policy and law