George Mason University
Graduate School of Education
Ph.D. in Education
Early Childhood Education

EDUT 805 Personnel Preparation and Professional Development in Early Education of Diverse Learners

Fall 2009
Thursdays, 7:20-10pm, A349Robinson

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Course Description: explores research and current recommended practices related to professional development and teacher education in early care and education of diverse learners. Provides opportunity for practical application with preservice or inservice early educators.

Prerequisite
Acceptance into the Ph.D. in Education program or post-master’s status and approval of course instructor. Participants in the class benefit if they simultaneously register for an internship in teacher education or professional development.

Nature of Course Delivery
This course utilizes a seminar format. Seminars will include instructor- and student-led discussions, reflective activities, and student presentations that will take place during class meetings as well as online. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Learning activities will also include independent library research and study and regular reflections on the class Blackboard site.

Course Context and Relationship of Course to Major/Minor Field of Study:
This course is appropriate for individuals who see themselves engaged in professional development or teacher education. It can be taken by students in a number of disciplinary concentrations such as early childhood special education, early childhood education, educational psychology, literacy, multicultural/multilingual education, counseling, higher education and special education, as a part of advanced graduate or doctoral study related to the education of diverse young learners. It is offered as one of six courses that can be applied to the Early Childhood Education specialization within the Ph.D. program and can serve as one course in the major sequence of study for candidates interested in diverse young learners with disabilities and their families. These courses use an integrated approach from early childhood special education, early childhood education, bilingual/ESL education, multicultural education and critical
pedagogy to explore policies, research and practices related to early care and education. This seminar contributes to the development of critical thinkers who are able to explore and act on issues of power, class, race, and social justice as they impact culturally and linguistically diverse young children, including those with disabilities, and their families and to apply these understandings in professional development contexts.

Learner Outcomes

Students will

1. Demonstrate the ability to synthesize, evaluate and draw conclusions from research on professional development in early education of diverse learners, specific to children and families who are culturally, linguistically, and economically diverse.

2. Describe and analyze theory, research and best practice for teaching and supporting adult learners.

3. Demonstrate the ability to design a course or professional development activity for preservice or inservice personnel working with culturally, linguistically, ability, and economically diverse infants, toddlers, young children, and their families.

4. Demonstrate the ability to plan and implement a teaching activity focused on adult learners, to solicit feedback on that instruction, and reflect on how the feedback might impact future instruction.

5. Demonstrate the knowledge of appropriate professional standards and integrate these into professional development activities.

6. Demonstrate familiarity with the key elements of program design for preparing personnel to work with culturally, linguistically, and ability diverse young children and their families.

Professional Standards

Along with EDUT 801, 802, 803, 804, and 806, this course addresses professional standards related to diverse young learners. These courses prepare leaders, researchers, and professional development specialists able to integrate the following professional standards into their research and practice:

Council for Exceptional Children (CEC) Standards (www.cec.sped.org)

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

National Association for the Education of Young Children (NAEYC) Standards (www.naeyc.org)

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Teaching and Learning
5. Becoming a Professional

Teachers of English to Speakers of Other Languages (TESOL) Domains (www.tesol.org)
1. Language
2. Culture
3. Planning, Implementing, and Managing Instruction
4. Assessment
5. Professionalism

CEHD Statement of Expectations
The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See https://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Required Texts


Additional Recommended Resources


Selected resources from the Crosswalks project: [http://www.fpg.unc.edu/~scpp/crosswalks](http://www.fpg.unc.edu/~scpp/crosswalks)

Crosswalks provides readings and resources related to infusing diversity in university preservice programs.

**General Course Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call or e-mail the instructor.
3. The university requires that all pagers and cell phones be turned off before class begins.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

**Written Assignments**

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work, unless otherwise noted, must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at [http://library.gmu.edu/resources/edu/](http://library.gmu.edu/resources/edu/).

**Expectations**

Students will

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

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

Occasionally a student does work that exceeds course expectations and demonstrates superlative effort and understanding. In that instance, the instructor may give that student an A+

**Participation (10 points)**

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

The student

- Completes readings and activities prior to class as is evidenced by the ability to discuss and write about the concepts presented and examined in the texts.
- Be actively involved in in-class learning experiences as is evidenced by (1) participation in all activities, (2) engagement in class and online discussions, and (3) completion of written work related to the activities.
- Supports the participation and learning of classmates. Participation is measured not only by how much a student contributes but also by how well they listen to and elicit the participation of others.
- Reflects critically on topics and issues addressed in class.

**Research, Practice, and Policy Paper (50 points)**

Students will conduct and write a systematic review of research on an issue(s) relevant to the preparation of personnel in early education of diverse learners. The review should be comprehensive and on a topic relevant to culturally, linguistically, and economically diverse young learners and social justice. Strengths and limitations of the research should be presented as well as conclusions based on the findings. The project will be accomplished with three milestones:

1) Preliminary outline (10 points). The outline will identify at least 10 articles to be used in the paper, and will provide an initial organization framework for the final paper. **Due: Oct 22**

2) Annotated outline (15 points). This will extend the initial outline, with specific annotations for each of the references. **Due: Nov 5**

3) Final paper (25 points). The final paper will systematically review key issues in personnel development and will discuss implications and recommendations. A class presentation of the review of research will be made. **Due: Nov 19**

**Application Project (40 points)**

Students will design a course or professional development sequence appropriate to personnel in early education of diverse learners. This assignment has three parts:

1. Proposed course or professional development activity. This should be presented in a syllabus format. A written rationale or conceptual framework for the sequence, activities and resources used and how it reflects a social justice perspective will be submitted with the syllabus. (15 points)

2. In-class activity. Prepare and present a one-half hour in-class instructional activity that will demonstrate your mastery of the content and pedagogical processes you propose in your course. Handouts are to be developed. (15 points)
3. Reflection. Prepare a brief reflection that critically analyzes one’s own pedagogy, integrates peer feedback about the in-class activity, reflects on how the feedback might impact future instruction, links one’s learning to course themes, including challenges related to a social justice perspective, and key readings. (10 points) **Due: Dec 10**

This assignment is the major performance-based assessment for this course. See the attached scoring guide.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Assignments &amp; Readings Due</th>
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</thead>
</table>
| Sept 3, 2009 | Class Organization, requirements; History of reform in teacher education; developing a vision of teacher education and social justice. | Introduction  
Winton et al, Ch 1  
Zeichner online article *Traditions of Reform in US Teacher Education*:  
In Class Activity: http://www.post-gazette.com/localnews/20030205diversityrp2.asp |
| Sept 10    | How adult learners understand and develop and how this impacts the design of effective professional development; DEC recommended practices and their impact on EI/ECSE professional development; Process components of needs assessment, evaluation, and follow-up in professional development | Winton et al, Ch 2  
Darling-Hammond & Bransford, Ch 2-3 |
| Sept 17    | Core pedagogical practices, including the role of dialogue, reflection, action research, and assessment. | Darling-Hammond, Ch 5  
Winton et al, Ch 4 (Sanchez & Thorp)  
**In Class Activity: Florio-Ruane Chap** |
| Sept 24    | Addressing issues of culture: understanding the tangible and intangible role of culture and the role of culture in the lives of children and families; power of stories. | Continue Winton et al, Ch 4 (Sanchez & Thorp)  
Darling-Hammond, Ch 7  
Sánchez Article: Learning from the stories of culturally and linguistically diverse families and communities |
| Oct 1      | Understanding the role of culture in the lives of professionals; the continued role of segregation and the need for diverse teachers. | Darling-Hammond, Ch 10  
Online Article on Diverse Teaching Pool Crisis:  
Kidd, Sánchez, & Thorp Article: Gathering family stories |
| Oct 8      | Addressing issues of language and literacy, addressing role of home language. | Winton et al, Ch 9  
Darling-Hammond, Ch 4  
Sánchez Article: Is it wrong to speak to my babies in their home language  
Kidd, Sánchez & Thorp Article: Listening to stories  
Online/Heath Article on Black English |
| Oct 15     | Preparing EC professionals to work with CLAD children and their families | Library Work on review of research |
| Oct 22     | Elements of instructional design: syllabus construction, program design. | Darling-Hammond, Ch 11  
Handout from Crosswalks project  
Kidd, Sánchez & Thorp Article: Defining moments  
**Preliminary Outline Due** |
| Oct 29     | Addressing issues related to working with families, especially economically, | Winton et al, Ch 3  
Kidd, Sánchez & Thorp Article: Cracking the challenge of changing dispositions |
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<tbody>
<tr>
<td>Class 11</td>
<td>Nov 12</td>
<td>Becoming effective collaborators and change agents; The role of quality field experiences to address issues of diversity in preservice education</td>
<td>Winton et al. Ch 7, 8 &amp; 10 (Jigsaw) Darling-Hammond, Ch 6-9 (Jigsaw) Chapter from U.S. Dept. of Ed. Due: Annotated outline due</td>
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<tr>
<td>Class 12</td>
<td>Nov 19</td>
<td>Review and discussion of research on issues relevant to the preparation of personnel in early education of diverse learners; social justice and teacher education</td>
<td>Student presentation of Research Review on relevant issues Due: Research paper</td>
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<tr>
<td>Nov 26</td>
<td>No Class-Thanksgiving Break</td>
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<tr>
<td>Class 13</td>
<td>Dec 3</td>
<td>Student presentations of professional development application project</td>
<td>Due: Presentation of Instructional Activity and Handouts</td>
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<tr>
<td>Class 14</td>
<td>Dec 10</td>
<td>Student presentations of professional development application project; Final Reflections; Student Course Evaluation</td>
<td>Due: Presentation of Instructional Activity and Handouts Due: Written Application project and reflection</td>
</tr>
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## Performance Based Assessment Scoring Guide

<table>
<thead>
<tr>
<th>Application Project: 40 pts.</th>
<th>Accomplished</th>
<th>Acceptable</th>
<th>Developing</th>
<th>Limited</th>
<th>Little Evidence</th>
<th>No Evidence</th>
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<tbody>
<tr>
<td>Audience (5)</td>
<td>Describes the following in a clear, coherent, and detailed manner: (a) the audience, (b) the context, and (c) any previous experiences that serve as the foundation for the current plan</td>
<td>Describes the following in a mostly clear, coherent, and detailed manner: (a) the audience, (b) the context, and (c) any previous experiences that serve as the foundation for the current plan</td>
<td>Provides limited details about the following: (a) the audience, (b) the context, and (c) any previous experiences that serve as the foundation for the current plan</td>
<td>Provides few details about the following: (a) the audience, (b) the context, and (c) any previous experiences that serve as the foundation for the current plan</td>
<td>Does not provide details about the following: (a) the audience, (b) the context, and (c) any previous experiences that serve as the foundation for the current plan</td>
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<tr>
<td>Rationale, Goals and Outcomes (5)</td>
<td>Develops clear and relevant rationale, goals and learner outcomes that are appropriate for the identified audience, related to issues of social justice, and are supported by the conceptual framework.</td>
<td>Develops mostly clear and relevant goals and learner outcomes that are mostly appropriate for the identified audience, issues of social justice, and are mostly supported by the conceptual framework.</td>
<td>Provides a limited discussion of goals and learner outcomes OR Discusses goals and outcomes that are limited in their appropriateness for the identified audience, issues of social justice, and have limited support from the conceptual framework.</td>
<td>Provides little discussion of goals and learner outcomes OR Discusses goals and outcomes that are not appropriate for the identified audience, reflective of issues of social justice, and have little support from the conceptual framework.</td>
<td>Does not provide goals and learner outcomes.</td>
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<tr>
<td>Content (5)</td>
<td>Identifies appropriate and relevant content and sequence of activities that is supported by the conceptual framework</td>
<td>Identifies mostly appropriate and relevant content that is mostly supported by the conceptual framework.</td>
<td>Identifies somewhat appropriate and relevant content that is somewhat supported by the conceptual framework.</td>
<td>Identifies content that is limited in its appropriateness, relevancy, and support from the conceptual framework.</td>
<td>Identifies content that has little appropriateness, relevancy, and support from the conceptual framework.</td>
<td>Does not identify content.</td>
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<td>Approach/demonstration activity (15 points)</td>
<td>Plans appropriate and relevant activities that take into account adult learning styles and provides teachers with usable knowledge and skills and can influence teacher dispositions related to working with CLAD.</td>
<td>Plans mostly appropriate and relevant activities that mostly take into account adult learning styles and provide teachers with usable knowledge and skills as well as influence teacher dispositions.</td>
<td>Plans somewhat appropriate and relevant activities that somewhat take into account adult learning styles and provide teachers with usable knowledge and skills as well as influence teacher dispositions.</td>
<td>Plans activities that are limited in their appropriateness relevance, and usefulness.</td>
<td>Plans activities that have little appropriateness, relevancy, and usefulness.</td>
<td>Does not plan activities.</td>
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<tr>
<td>Follow Up/Reflection</td>
<td>Reflection critically analyzes own pedagogy, integrates peer feedback, reflects on how feedback might impact future instruction. Reflection incorporates key course themes and cites specific readings and resources as support. Discusses challenges related to incorporating a social justice perspective to teacher education/professional development..</td>
<td>Reflection is done in a mostly clear, coherent, and thorough manner and reflects on own pedagogy, integrates peer feedback, reflects on how feedback might impact future instruction. Reflection incorporates key course themes and cites specific readings and resources as support. Discusses challenges related to incorporating a social justice perspective.</td>
<td>Reflection may be largely descriptive of what happened. May be missing one element. Provides some links to course readings and themes. Some discussion of challenges related to incorporating a social justice perspective to teacher education/professional development.</td>
<td>Reflection provides limited description of what happened and of peer feedback. Little reflection on challenges implementing social justice perspective. Citations and links to readings are missing.</td>
<td>Reflection is limited in depth and breadth and lacks several of the required components.</td>
<td>Does not provide a reflection.</td>
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**Comments**