

EDUT 781 Course Syllabus - Spring 2003

Frameworks for Unified Transformative Early Care and Education: Developing a Unified Perspective

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Course Purpose and Relationship to Program:

This course is offered as an advanced master's course in the UTEEM Early Childhood Teacher Training program that prepares teachers to work with culturally, linguistically, and ability diverse young children and their families in a variety of inclusive school and community settings. This course is offered in conjunction with the seminar related to public policy and its effects on diverse young learners. Both courses are also linked to a full-time advanced internship. Students participating in this course are enrolled full time in the UTEEM program.

Course Description and Format:

This course is a capstone experience in the UTEEM program. It provides students with the opportunity to analyze foundational texts that contribute to the creation of a unified perspective framework that will guide their work with culturally, linguistically, and ability diverse young learners, birth to age eight, and their families. Students will examine foundational work from the separate fields of early childhood education, early childhood special education, multicultural education, second language acquisition/bilingual education, and critical pedagogy. They will analyze these foundational works to develop a formal position statement of guiding principles for their work with children and families. This paper, incorporating theory, research, and practice examples, serves as one of the program's culminating assignments, completed in lieu of a comprehensive exam, and will be presented in class at the end of the semester. In addition, students will compile a professional portfolio documenting their learning process in the program. The portfolio will be presented to program faculty.

The course is structured as a seminar. In small groups, students will take seminar leadership roles. In their leadership roles, the students will facilitate learning experiences for their peers that will contribute to their understanding of key theoretical readings and their applicability to practice.

Relationship to State and National Standards:

UTEEM courses are designed to meet licensure standards of the Commonwealth of Virginia in the areas of Early Childhood Special Education (birth to age five), Early Childhood Education (Pre-K to Grade Three), and English as a Second Language (Pre-K to Twelve). In addition they meet the accreditation standards for programs preparing teachers that have been established by

the National Association for the Education of Young Children, the Council for Exceptional Children, and the Division for Early Childhood of the Council for Exceptional Children.

Specific standards addressed by this course:

Virginia Standards:

1. The ability to analyze, evaluate and apply, quantitative and qualitative research;
2. Understanding the knowledge of skills and processes of history and the social science disciplines, as defined in the Virginia Standards of Learning, and how the standards provide the necessary foundation for teaching history and social science;
3. The historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States;
4. Historical perspectives of special education;
5. Knowledge of the effects of socio-cultural variables in the instructional setting;
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing;

NAEYC/DEC NCATE Standards

7. Reflect on practices, articulate a philosophy and rationale for decisions;
8. Demonstrate an understanding of conditions of children, families, and professionals;
9. Demonstrate an understanding of the early childhood profession;
10. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature;
11. Analyze and evaluate field experience;
12. Apply theories of child development, both typical and atypical, and apply current research;
13. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts;
14. Employ pedagogically sound and legally defensible instructional practices;
15. Employ adult learning principles in supervising and training other adults;
16. Articulate the historical, philosophical, and legal basis of services for young children;
17. Serve as advocates on behalf of young children and their families;
18. Read and critically apply research and recommended practices.

Objectives:

This course enables students to:

1. Demonstrate knowledge of key foundational theory and research related to working with culturally, linguistically, and ability diverse young learners, birth through age eight and their families.
2. Demonstrate a willingness and ability to engage in critically reflective practice.
3. Demonstrate the ability to analyze the readings, personal experiences and learning activities from a socio-cultural and political perspective, from the perspectives of the separate

disciplines of early childhood education, early childhood special education, bilingual education, and multicultural education, as well as from a unified perspective.

4. Demonstrate the ability to link theory, research, and practice to common dilemmas that occur in providing services to diverse young learners and their families.
5. Demonstrate the ability to lead integrative seminar discussions using theoretical and research readings.
6. Demonstrate the ability to assess seminar participants' prior knowledge and to utilize adult learning principles in seminar leadership.
7. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices - bringing together research, theory, and current applications.

Required Texts:

Brookfield, S. D. (1995). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. Newark, NJ: John Wiley & Sons. ISBN 1-55542-356-6

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press. ISBN 1-56584-180-8

Dewey, J. (Current edition). *Experience and education*. New York: Touchstone. ISBN 0-02-013660-9

Freire, P. (1996). *Pedagogy of the oppressed*. New York: Continuum. ISBN 0-8264-0611-4

Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press. ISBN 0-8077-3782-8

Skrtic, T.M. (1995) *Disability & democracy: Reconstructing (special) education for post modernity*. New York: Teachers College Press. ISBN 0-8077-3410

Other Required Readings:

Goldstein, T. (2000). I'm not White: Anti-racist teacher education for White early childhood educators." *Contemporary Issues in Early Education*, 2, (1), 3-13.

Lewis-Charp, H. (Dec 2003). Breaking the silence: White students' perspectives on race in multiracial schools." *Phi Delta Kappan*, 279-285.

Polite L. & Baird Saenger, E. B. (Dec 2003). A pernicious silence: Confronting race in the elementary classroom. *Phi Delta Kappan*, 274-278.

McIntosh, P. (1997). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 49, 10-12. [<http://www.uwm.edu/~gjay/Whiteness/mcintosh.htm>]

Tatum, B. D. (1997). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books. ISBN 0-465-09129-6

Recommended Texts/Readings:

This course requires the development of a unified statement of understanding. Thus, it is recommended that students make use of all of the texts that have been used in their prior three semesters of coursework. In addition, the following texts might serve as useful resources.

Banks, J.A. (2001). *Cultural diversity and education: Foundations, curriculum, and Teaching*. Boston, MA: Allyn and Bacon.

Baker, C & Hornberger, N.H. (2001). *An introductory reader to the writings of Jim Cummins*. New York: Multilingual Matters, LTD.

Dahlberg, G. and Moss, P. (1999) *Beyond quality in Early Childhood Education*. Philadelphia: Falmer Press.

Garcia, E.E., McLaughlin, B., Spodek, B. & Saracho, O., Eds. (1995). *Meeting the challenge of linguistic and cultural diversity in early childhood education*. New York: Teachers College Press.

Kincheloe, J.L. and Steinberg, S.R. (1998). *Unauthorized methods: Strategies for critical teaching*. New York: Routledge.

Mallory, B.L. & New, R.S. (Eds.). (1994). *Diversity and developmentally appropriate practice*. New York: Teachers College Press.

Oakes, J. & Lipton, M. (2003). *Teaching to change the world*. New York: McGraw Hill. ISBN: 0-07-240738-7

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.

Skrtic, T.M. (1995) *Disability & democracy: Reconstructing (special) education for post modernity*. New York: Teachers College Press.

Sleeter & McLaren (1995) *Multicultural education, critical pedagogy & the politics of difference*. Albany: State University of New York Press.

Wasserman, S. (2000). *Serious players in the primary classroom*, (2nd Ed). New York: Teachers College Press. ISBN: 0-8077-3986-3.

Wink, J. (2000). *Critical Pedagogy: Notes from the real world*. New York: Addison Wesley Longman. ISBN: 0-8013-3257-5.

Course Requirements:

As a student in this class, you will be expected to:

1. Be prepared for all class sessions by reading all assigned materials. Attend and actively participate in all class sessions. You are responsible for notifying the instructors ahead of time if you are unable to attend. You are expected to bring the assigned textbook for the day and other assigned materials to class.
2. Complete all assignments by the day they are required.
3. Plan and implement two professional development sessions and an action research project.
4. Continue to compile work samples and reflections from your program experiences into a professional portfolio.
5. Complete your learning portfolio to meet the Graduate School of Education master's degree comprehensive exam requirement.

Course Grading:

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| 1. Autobiographical Learning Journey | 10% |
| 2. Professional Development Leadership Model (Seminar leadership--30%; Reflective Practitioner Workshop--15%; Action/Teacher Research-15%) | 60% |
| 3. Statement of Guiding Principles for Work with Diverse Young Learners and Their Families (Must relate the research and theory of the four disciplines to the three age groups, to families, and to examples from practice) | 20% |
| 4. Participation (Attendance, active participation in all class and online activities, including those assigned by peer presenters, preparation for each seminar as evidenced by contributions to discussion of key concepts from readings) | 10% |

Topics:

January 22: 9: 00 AM – 4:00 PM UTEEM Orientation, Johnson Center Rooms G
Beginning a journey of critically reflective practice surrounding the sensitive issues of self-identity, race, culture, and ethnicity related to Beverly Daniel Tatum's book *"Why Are All the Black Kids Sitting Together in the Cafeteria?"* and *Other Conversations About Race* and four articles (Goldstein, McIntosh, Polite & Saenger, Louis-Charp).

Overview of class texts. Selection of seminar texts.

Distribute Handout: Florio-Ruane article on autobiography

January 23: 9:00 AM - 4:00 PM NCBI Workshop, Johnson Center Rm H. Workshop facilitated by Barbara Davis, Dennis Webster and members of Cohort 8

January 29 Discussion of course syllabus; continuation of reflections on identity, race, culture, ethnicity and white privilege and implications on the role of the teacher; learning through autobiography; and defining the critically reflective practitioner.

Assignment Due: Read Florio-Ruane article on autobiography (Handout).
Brookfield Chapter 1

February 5 Seminar Leadership Team Meetings

February 12 Cultural contexts of education: Discuss Delpit *Other people's children*

Assignment Due: Read Delpit *Other people's children*
Seminar Leadership Team:

February 19 Delpit: Cultural contexts of education;

Assignment Due: Reflective Practitioner Team:
Autobiographical Log on Delpit

February 26 Foundations in progressive education: Dewey, *Experience and Education*.

Assignment Due: Read Dewey *Experience and Education*
Seminar Leadership Team:

March 4 Foundations in progressive education: Dewey, *Experience and Education*

Assignment Due: Reflective Practitioner Team:
Autobiographical Log on Dewey

March 8 – 12 SPRING BREAK

March 18 Socio-political contexts of education: Freire, *Pedagogy of the Oppressed*

Assignment Due: Read Freire;
Seminar Leadership Team:

March 25 Socio-political contexts of education: Freire, *Pedagogy of the Oppressed*

Assignment Due: Reflective Practitioner Team:
Autobiographical on Freire

April 1 Creating multicultural communities in Modern classrooms. Nieto, *The light in their eyes: Creating multicultural learning communities*

Assignment Due: Read Nieto;
Seminar Leadership Team:

April 8 Creating multicultural communities in Modern classrooms. Nieto, *The light in their eyes: Creating multicultural learning communities*

Assignment Due: Reflective Practitioner Team:
Autobiographical log on Nieto

April 15 Special education in modern democracy: Skirtic, *Disability & democracy: Reconstructing (special) education for post modernity.*

Assignment Due: Read Skirtic;
Seminar Leadership Team:

April 22 Special education in modern democracy: Skirtic, *Disability & democracy: Reconstructing (special) education for post modernity.*

Assignment Due: Reflective Practitioner Team:
Autobiographical log on Skirtic

April 29 Action/Teacher Research

Assignment Due: Action Research Poster Presentation
Submit Research Abstract and Poster text

May 6 Passage to Critically Reflective Practice: Transforming Story of Self;
Processing the journey of crafting guiding principles

Assignment Due: Guiding Principles; Sharing from your autobiographical log
about your process in crafting your guiding principles

May 11,12,13 Presentation of Guiding Principles and Portfolios to UTEEM faculty

Description of Assignments

1. Professional Development Leadership Model

This three-part assignment is designed to support the development of your professional leadership skills. You are asked to critically reflect on your life experiences through the lens of the assigned foundational works. In small groups, you are expected to use adult learning principles to plan and lead a seminar, a reflective practice workshop, and your action/teacher research. You are to undertake a resource support role for each of the assigned readings.

Seminar Leadership. In small groups, each of you will be responsible for leading a two-hour seminar session on one of the class texts. Your job is to scaffold and support your classmates' understanding of the key issues raised by the author through at least two activities that enables the participants to actively talk to each other about the books key ideas. Additionally, the seminar leaders should allow time for the participants to address questions, concerns/challenges and to consider what would help them to implement the authors' ideas in their personal life or in their work with diverse communities.

- **Prior to your seminar you need to:**

- 1) Submit a detailed agenda/plan of your proposed activities prior to your meeting with the course instructors
- 2) Meet with course instructors to go over your plan; and
- 3) Prepare your classmates for any assignments or roles you expect them to take

- **On the day of your seminar come to class with**

- 1) A full agenda plan for course instructors
- 2) Any relevant materials to support class activities,
- 3) A Take-Home reflective activity relating to the author's message
- 4) An evaluation form for peers to provide feedback on your session

Each member of the seminar group is responsible for assuming a leadership role. Leadership will be demonstrated by your ability to function as an expert with reference to the readings and on your ability to support, monitor, and evaluate participants' learning. As a group, it is your job to ensure that all class members have participation opportunities. You should include multiple and varied learning opportunities in your seminar sessions that embody the perspective of the text. The reading should be the focus of the day and all class members should have the opportunity to demonstrate their understandings of the reading.

- **Seminar Presenters: No later than one week after your presentation,** submit to the instructors a packet that includes:

- 1) a one-page group critical reflection on the process you engaged in while preparing for the presentation which incorporates peer feedback;
- 2) a one page individual critical reflection of the preparation and presentation process; and the

- 3) peer evaluation forms as an appendix.
- (b) **Reflective Practitioner Workshop** - In small groups, you will be responsible for leading a one-hour seminar session on critical thinking based on key ideas gleaned from your assigned chapter in Brookfield. Your group will also be responsible for finding other sources of information regarding critical thinking and critical reflection. You will be responsible for gathering dilemmas from your classmates for use in your planned activity that embodies the principles/techniques/strategies of critically reflective practice. Your job is to scaffold and support your classmates' understanding of the chapter's message and on building their skills as reflective practitioners through an activity that enables them to actively engage in critically reflective process.

A Week Prior to the Presentation submit to the instructors

- A detailed agenda/plan of your presentation, including how you will gather the dilemmas from your classmates
- Meet with the instructors to finalize your plans

On the Day of the Presentation

- Provide the instructors with a revised copy of your full agenda and a copy of the dilemmas that you've gathered
- Copies of relevant materials for your classmates
- An evaluation form that will help the participants assess the critically reflective process

No Later than a Week after your presentation, submit a

- Reflective piece on your reaction to the Brookfield chapter and other readings on reflective practice and
- A group reflective piece that incorporates the feedback from your peers on the critically reflective process that they experienced

- (c) **Research Support Role** – In this role, your small group is responsible for gathering information on supplementary materials that would enhance and support critically reflective practice around the key issues/messages of the assigned textbook. Supplementary materials can include but are not limited to videos, websites, journal and newspaper articles, speakers and organizations. Come prepared to involve your classmates in discovering how these resources will support them in helping others to understand the key message of the week's text. You must also prepare an annotated bibliography of your supplemental resources.

- **One Week Prior to the Presentation**
 - A detailed agenda/plan of your presentation,
 - Meet with the instructors to finalize your plans

On the Day of Your Presentation

- Provide the instructors with a revised full-agenda for your presentation
- A handout of your annotated bibliography for your classmates
- A reflective piece on why your group views these materials as contributing to the overall message of the text and why they can support teachers wishing to become critically reflective practitioners.

2. Autobiographical Diary

Each student will be expected to maintain an autobiographical diary in which you will critically reflect on your life experiences through the lens of the assigned foundational works. You will be expected to use examples from your personal experiences or dilemmas from you work with diverse children to reflect on how your perceptions and assumptions influence your actions and behaviors towards culturally, linguistically and ability diverse young children and their families. Using the message and key points of the assigned readings you are also expected to explore alternative ways of thinking and behaving.

3. Statement of Guiding Principles for Teaching and Learning

As part of this class, you will be developing the introductory portion of your portfolio. This paper should describe your guiding principles for working with culturally, linguistically, and ability diverse young children and their families. It should provide a reflective picture of you as a learner, and an understanding of how you integrated the knowledge, skills and experience you gained through your UTEEM program. Your paper should contain insights about themes and connections that you have found among texts, ideas, theories and experiences. It should explain how and why these are significant to you and the process by which they all came together for you. You should identify specific readings, theories, presentations, models in early childhood education, etc. that you found especially important, meaningful or problematic to you and analyze why. Be sure to use specific examples to illustrate your points, including examples from your field experiences and the many dilemmas that you have faced.

Because the key to good reflection and self-reflection is analyses, strive to ask the question "why?" Ask yourself "why did this touch me? What about my own previous experience influenced how I thought about this? What assumptions did I have about working with children and families? How were those assumptions challenged, changed or reinforced? What helped me to see things from another perspective? What is still hard for me? What do I still wonder about? In becoming critically reflective, we must also learn to speak about our practice and our lives in a way that is authentic and consistent. "Speaking authentically means that we are alert to the voices inside us that are not our own, the voices that have been deliberately implanted" (Brookfield, 1995, p. 45).

Some of the following questions may assist you in being critically self-reflective:

- 1) What parts of the UTEEM interdisciplinary philosophical base have been most significant for you (challenging, pivotal) and why?

- 2) What insights have you gained about multiple perspectives (including differences among the disciplines of special education, early childhood education, bilingual education, and multicultural education; aspects of gender, culture, and family experience; and sociocultural context)?
- 3) How have you changed as a learner and what influenced that change? For example, as you look back on your early readings, papers, views expressed in class discussions, and your experience of UTEEM instructional strategies, what has changed and why?
- 4) What has surprised you about what you have learned and why?
- 5) What questions remain unanswered for you as a learner and a teacher?

The paper should be written in a scholarly style and should be **AT LEAST** 10 pages. Be sure to include citations from all appropriate readings to date as well as at least **five additional readings**. You must use APA format. It is expected that all references provided will have been read by you and will be analyzed using your own words.

This will be due May 1. You will be asked to share your reflections on the process by which you arrived at these guiding principles in class on May 1 and relate it to both the process and content utilized in this class and throughout your UTEEM experience.

Additionally, you will be asked to share your understandings both when you present your portfolio and in the final reflections with your peers. The reflection may be done as a song, poem, performance, role play etc. Be creative! You do not need to restate what is in the written product you will be turning in.