**ECED 803 Personnel Preparation and Professional Development
in Early Childhood Education (3:3:0)
Fall 2011
Wednesdays, 7:20 – 10:00 pm
Science and Technology II 258**

Instructor: Julie K. Kidd, EdD
Telephone: 703-993-8325
Office: Robinson A 327
Email address: jkidd@gmu.edu
Office hours: By appointment

Course Description

Explores research and current recommended practices related to professional development and teacher education in Early Childhood Education, birth through grade 3, including children with special education needs and those from culturally, linguistically, and economically diverse backgrounds. Provides opportunity for practical application with preservice or inservice early educators.

Prerequisite(s): Admission to the PhD in Education program or post-master's status and approval of course instructor.

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 research and study.

Overall Student Outcomes

At the completion of this course, students will be able to do the following:

1. Identify and discuss current trends, issues, and topics in early childhood teacher education.
2. Synthesize, evaluate, and draw conclusions from research on professional development for personnel working in the early education of diverse learners.
3. Describe and analyze theory, research, and best practice for teaching and supporting adult learners.
4. Design or redesign a course, teacher education program, or other types of professional development programs for preservice or in-service personnel that incorporates key elements

of program design for preparing personnel to work with culturally, linguistically, socio-economically, and ability diverse young children and their families and communities.

Professional Standards

This seminar is for students in a number of disciplinary concentrations such as early childhood education, early childhood special education, educational psychology, literacy, multicultural/ multilingual education, and special education. Study includes the age range of birth through 8 years old. Research is examined across areas of early childhood education, early childhood special education, bilingual/ESL education, multicultural education, and international perspectives on early childhood education.

Required Texts

Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing teachers for a changing world*: *What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.

Snow, C. E., Griffin, P., & Burns, M. S. (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world.* San Francisco, CA: Jossey-Bass.

Required Articles

Avalos, B. (2011). Teacher professional development in *Teaching and Teacher Education* over ten years. *Teaching and Teacher Education, 27*, 10-20.

Bornfruend, L. (2011). *Getting in sync: Revamping licensure and preparation for teachers in pre-k, kindergarten, and the early grades*. New America Foundation. www.newamerica.net.

Hollins, E. (2011). Teacher preparation for quality teaching. *Journal of Teacher Education, 62*(4), 395-407.

Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2008). Defining moments: Developing culturally responsive dispositions and teaching practices in early childhood preservice teachers. *Teaching and Teacher Education 24,* 316-329.

Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2005). Cracking the challenge of changing dispositions: Changing hearts and minds through stories, narratives, and direct cultural interactions. *Journal of Early Childhood Teacher Education, 26*(4), 347-359.

Risko, V. J., Roller, C. M., et al. (2008). A critical analysis on research in reading teacher education. *Reading Research Quarterly, 43*(3), 252-88.

Villegas, A. M. (Ed.). (2008). Part 5: Does difference make a difference? In M. Cochran-Smith (Ed.). *Handbook of research on teacher education (3rd ed.)* (pp. 551-636). New York: Routledge.

Zeichner, K. (2011). Improving teacher education in the United States. Essay commissioned by the American Educational Research Association.

Additional readings to be determined after student-led seminar topics are determined

College of Education and Human Development Expectations and Resources

Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research, and service, the College of Education and Human Development also holds the following core values:

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves

to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small-group activities, 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 the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
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 students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class

as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth 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 Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:

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 Criteria

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

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Current Trends, Issues, and Topics in Teacher Education Review	September 28	15
Current Trends, Issues, and Topics in Early Childhood Personnel Preparation Seminar	November 2, 9, or 16	30
Early Childhood Personnel Preparation Project		40
Proposal	September 14	
Sharing of Overview and Rationale	December 7	
Final Project	December14	
TOTAL		100

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students provide helpful ideas and constructive feedback to classmates.

Current Trends, Issues, and Topics in Teacher Education Review (15 points)

Students will review current trends, issues, and topics in teacher education research journals. They will select a journal and will review issues within the past two to three years. They will post which journal they plan to review on the Blackboard discussion board. They should avoid selecting a journal already selected.

They will develop a chart or graphic that captures the trends, issues, and topics in the selected journal. They will include the themes that emerge from their review; a summary of the research

within each theme; citations in APA style for example articles; and other pertinent information. The chart or graphic will be shared in class.

Current Trends, Issues, and Topics in Early Childhood Personnel Preparation Seminar (30 points)

Students will facilitate an hour seminar on a current trend, issue, and/or topic in early childhood personnel preparation. To prepare for the seminar, students will read extensively. As they read, they will prepare an annotated bibliography that will include at least 2 books and/or book chapters, 10 research articles, and 3 other types of resources (e.g., essays, white papers, videos, websites, etc.). The bibliography will include references in APA style, a 5- to 10-sentence annotation about each source, and a reflective note (e.g., connections, implications, questions that arise, etc.). During the seminar development process, students will provide face-to-face and online help and feedback to classmates.

Students will select two research articles for their classmates to read prior to the seminar and will email information on how to access the articles at least two weeks before the seminar. On the evening of the seminar, students will introduce the topic, present relevant background information using audio and/or visual aids, facilitate the discussion, and close the discussion with a summary and some future questions and thoughts to explore. They will provide handouts to support the learning and discussion. They will post their annotated bibliography on Blackboard for their classmates' reference. In addition, students will post feedback for each facilitator on Blackboard after the seminar and prior to the next class session.

Early Childhood Personnel Preparation Project (40 points)

Students will design or extensively redesign an early childhood personnel preparation or professional development course or program for preservice or in-service personnel. They will incorporate key elements of program design for preparing personnel to work with culturally, linguistically, socio-economically, and ability diverse young children and their families and communities. Students will address professional standards and state, national, and/or international requirements. They will also incorporate the following core values into the course or program: collaboration, ethical leadership, innovation, research-based practice, and social justice. In addition, students will provide face-to-face and online help and feedback to classmates throughout the process.

Part 1

Students will write a one- to two-page, single-spaced proposal outlining the type of course or program they wish to design or redesign and their rationale for designing or redesigning the course or program.

Part 2

Students will design or redesign the course or program and will include the following:

- Description of the course or program, including the audience for whom it is intended and the major content or focus
- Explanation of how the course or program fits into the bigger picture (e.g., How does the course fit into the program and connect with other courses? How does the program fit

into the college and connect with other programs? How does the professional development program connect with other school, center, or agency initiatives?)

- List of learner outcomes
- List of materials and resources (e.g., print resources, websites, videos, manipulatives, speakers, sites, etc.)
- Description of the manner in which the course or program will be delivered, including approaches to providing learning experiences (e.g., face-to-face, online, hybrid, readings, seminar, lecture, discussion, interactive activities, on-site mentoring/coaching, small-group meetings, etc.)
- Course or program requirements (i.e., readings, class or program experiences, field experiences, and assignments) that take into account professional standards; state, national, and/or international requirements; college core values; and research in the field
- Criteria for evaluation, including scoring guides and/or ways feedback will be provided
- Schedule or program of study
- Information about the existing course or program if focusing on course or program redesign

Part 3

Students will write a rationale explaining the decisions they made about the course or program they designed or redesigned. The rationale will include research-based references that support the components and major activities of the course or program. They will explain how professional standards and state, national, and/or international requirements were addressed. They will also discuss how the following college core values were incorporated into the course or program: collaboration, ethical leadership, innovation, research-based practice, and social justice.

Part 4

Students will share an overview of the course or program they designed or redesigned with their classmates. They will emphasize the rationale for the decisions they made and how they incorporated professional standards; state, national, and/or international requirements; the college core values; and research into the course or program.

Course Schedule

Date	Topic	Readings & Assignments Due
Aug 31	Course Overview Exploring issues, trends, and topics in personnel preparation and professional development	Avalos, 2011 Zeichner, 2011
Sep 7	Providing quality personnel preparation programs	Darling-Hammond & Bransford, Chapter 1 Snow, Griffin, & Burns, Chapter 1 Bornfruend, 2011 Hollins, 2011 ***Journal selected for review – Post on Blackboard***
Sep 14	Promoting understandings of how children learn	Darling-Hammond & Bransford, Chapters 2, 3, & 4 Snow, Griffin, & Burns, Chapters 2 & 3 **Personnel Preparation Part 1 – Proposal**
Sep 21	Developing a curricular vision and deep understandings of teaching and learning	Darling-Hammond & Bransford, Chapters 5, 6, & 9 Risko et al., 2008
Sep 28	Preparing to work with diverse children, families, and communities Sharing insights on issues, trends, and topics in early childhood education	Darling-Hammond & Bransford, Chapter 7 Snow, Griffin, & Burns, Chapter 4 Kidd et al., 2008 **Issues, Trends, and Topics Review**
Oct 5	Preparing to work with diverse children, families, and communities continued	Villegas, 2008 Additional articles TBD after seminar topics are determined ***Seminar topic – Post on Blackboard***
Oct 12	Enacting knowledge in the field Assessing the effectiveness of instruction Reflecting on one's practice	Darling-Hammond & Bransford, Chapter 8 Snow, Griffin, & Burns, Chapter 5 Kidd et al., 2005 Additional articles TBD after seminar topics are determined
Oct 19	Networking with peers and other professionals *Meet with feedback partner/s*	Articles TBD after seminar topics are determined ***Draft of seminar and/or personnel preparation materials for in-class feedback***
Oct 26	Designing teacher education and professional development programs *Guest Facilitator: M. Susan Burns, PhD*	Darling-Hammond & Bransford, Chapters 10, 11, & 12 Snow, Griffin, & Burns, Chapter 6 PASIT Articles TBD

Course Schedule Continued

Date	Topic	Readings & Assignments Due
Nov 2	Student-Facilitated Seminar 1 Student-Facilitated Seminar 2	Readings: TBD by seminar facilitators
Nov 9	Student-Facilitated Seminar 3 Student-Facilitated Seminar 4	Readings: TBA by seminar facilitators
Nov 16	Student-Facilitated Seminar 5 *Meet with feedback partner/s*	Readings: TBA by seminar facilitator ***Draft of personnel preparation materials for in-class feedback***
Nov 23	*No Class – Thanksgiving Holiday*	
Nov 30	*No Class – Meet with feedback partner/s*	***Draft of personnel preparation materials for partner feedback***
Dec 7	Applying research in teacher education and professional development Researching and publishing in the field	**Personnel Preparation Project Sharing – Part 4**
Dec 14	Wrap Up	**Personnel Preparation Project – Parts 2 and 3**