



College of Education and Human Development

Early Childhood Education Program  
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<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 691.DL1, 600 Policy Perspectives in Early Childhood Education (3:3:0)**

**Spring 2016**

**Wednesdays, 5:30 pm – 8:10 pm**

**Hybrid Course meets on 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/2**

**Arlington Founders Hall Room 481**

**Instructor:** Carley Fisher-Maltese

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**ECED 691 Course Description:**

Explores historical and current trends and issues involving legislation and policy in early childhood education, multilingual education, early childhood special education, and multicultural education. Focuses on historical role of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education. Provides understanding of continuum of services and context of service delivery.

**Prerequisite:** Admission to the Early Childhood Education program or approval of course instructor

**Nature of Course Delivery:**

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, project-based learning, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

**Learner Outcomes:**

This course is designed to enable students to do the following:

1. Describe the legislation and policy-making process related to culturally, linguistically, and ability diverse young children and their families; Describe the continuum of services and the fiscal and regulatory context of service delivery at the local, state, and national levels; Describe the administrative aspects and legal mandates for early childhood programs;

2. Analyze a current policy issue related to the lives of culturally, linguistically, and ability diverse young children and their families.
3. Describe the historical role of social advocacy and the role of educators in advocating for young children to ensure equity and access in service delivery; Identify characteristics of advocates/leaders and analyze own leadership skills; Plan and implement an appropriate awareness/advocacy/leadership response.
4. Demonstrate the ability to implement actions through collaboration and consultation with professional peers and staff.

### **Professional Standards:**

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

### **Required Texts:**

Levine, S. (2008). *School lunch politics: The surprising history of America's favorite welfare program*. Princeton, NJ: Princeton University Press.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic Books.

Recchia, S.L., & Lee, Y. (2013). *Inclusion in the early childhood classroom: What makes a difference?* New York, NY: Teachers College Press.

Rose, E. (2010). *The promise of preschool: From Head Start to universal pre-kindergarten*. New York, NY: Oxford University Press.

Zigler, E., Gilliam, W., & Barnett, W. S. (2011). *The pre-k debates: Current controversies and issues*. Baltimore, MD: Brookes.

### **Recommended Texts:**

Anyon, J. (2014). *Radical possibilities: Public policy, urban education, and a new social movement*. New York, NY: Routledge.

### **Additional Reading Materials :**

To be posted on Blackboard

### **GMU Policies and Resources for Students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.

- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

### **For GSE Syllabi**

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

### ***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.

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

**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 and on-line.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.

5. It is expected that assignments will be turned in on time. 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 prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### **Written Assignments:**

All formal written assignments will be evaluated for content and 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 at <http://infoguides.gmu.edu/content.php?pid=39979> 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

### **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	10
Reading Journal or Video Response	Multiple (10 total)	20
Dialogue Group Synthesis Summary	Multiple (2 total)	5
Broad Topic/Critical Issue Project	Multiple (5 total)	65
TOTAL		100

#### Attendance and Participation (10 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 and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

*Note:* To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

#### Reading Journal or Video Response (20 points)

This assignment applies to assigned specific readings that are a part of the Learning Cluster/Dialogue Group and readings for the Broad Topic/Critical Issue Group.

- For the **Learning Cluster/Dialogue Group**, students will be divided into groups called Learning Clusters and assigned specific readings. Prior to the face-to-face class, each student will complete a reading journal entry based on the group's assigned readings, plus the readings assigned to ALL. Students should bring hard or electronic copies of their reading journals to class for their **Learning Cluster/Dialogue Group** (see below).
- For the **Broad Topic/Critical Issue Group**, individual students will identify a policy or research paper related to the broad topic or critical issue that is a minimum of 25 pages long and comes from a source with credibility in that topic/issue area. Prior to the group

meeting, students will complete a reading journal entry based on the paper the student selected.

Each student will provide a written response to questions about readings on the **Reading Journal Form** (see below) and post responses to Blackboard. Entries must thoughtfully respond to all questions, be well-written, in complete sentences, and in accordance with APA (6<sup>th</sup> Ed.).

### Learning Clusters

**Learning Clusters** and **Dialogue Groups** (see below) will constitute a large part of the face-to-face class meetings. Students assigned to each Learning Cluster will read the same material, as assigned by the instructor. Each learning cluster will meet at the start of class. The goal for each Learning Cluster is to discuss the assigned readings and your **Reading Journal entry** to share your thinking, learning, and to review any questions. During each designated class, each student in each Learning Cluster will complete the **Learning Cluster Summary Form**, available at the end of the syllabus. Learning Cluster Summary Forms are designed to assist students in facilitating topic discussions in the Dialogue Groups.

### Dialogue Groups (5 points)

Dialogue Groups are intended to be safe spaces for students to come together to understand varying viewpoints on a critical policy issue. Students in each Learning Cluster will be assigned to different Dialogue Groups, arranged to a) “bring together many voices, stories, perspectives”, b) engaged in “shared inquiry, exploration, and discovery”, c) practice “deep listening that fosters respect and understanding”, and d) participate in the “shared meaning-making and co-construction of knowledge” (Pruitt & Thomas, 2007, p. 23). Dialogue Groups will provide an opportunity for students to share a perspective on a critical policy issue, engage in authentic dialogue with peers who have read differing perspectives on the same issue, synthesize all viewpoints on the issue, explore broader implications for policy and the potential impact on culturally, linguistically, and ability diverse young children and their families.

Each week, students will rotate through the following roles in their Dialogue Groups: *facilitator*, *process observer*, *recorder*, *timekeeper*, and *reporter*. The *facilitator* will assume responsibility for leading the dialogue session, guiding the group members through the process and ensuring the process remains authentic (e.g., everyone is heard, group remains on topic). The *facilitator* also will serve as the *process observer*, in the last five minutes of the Dialogue Group, the *process observer* will lead a general discussion about the evening’s dialogue, the fidelity of the process, and areas of strength and improvement. The *recorder* will take notes, complete the **Dialogue Group Synthesis Summary** with input from the group, and submit the summary on BB immediately following class. Each member of the Dialogue Group will be the recorder at least two times; completion of the Dialogue Group Synthesis Summary will be worth 2.5 points (total = 5 points). The *timekeeper* will help the group stay within the allotted timeframe.

Following Dialogue Group meetings, the class will participate in a whole class discussion. During whole class discussions, it will be the *reporter’s* responsibility to share key points and understandings related to both the dialogue topics (e.g., themes, conclusions) and the process. While the reporter will take the lead during whole class discussion, all group members are expected to participate.

### **Broad Topic/Critical Issue Project (This is the Performance Based Assessment for this course)**

A major portion of the grade for this course involves a team project-based learning assignment that covers a broad policy topic area and a team-identified critical issue related to culturally, linguistically, and ability diverse young children and their families. Within the first week of class, students will select a broad topic to be the focus of a project-based learning assignment designed to learn about the various components of policy. The topics are:

- **ESEA – Achievement Gap**
  - Focus: The Elementary and Secondary Education Act (ESEA), commonly referred to as No Child Left Behind (NCLB), has just been reauthorized and renamed the Every Student Succeeds Act (ESSA). What are the requirements for schools to measure and compare the performance of minority, low income, and special education students? What has been happening as more schools have been identified as “needing improvement? What changes is Congress proposing? What are the implications?
- **ESEA & McKinney-Vento Act – Families**
  - Focus: Title I of NCLB specifies rights for families whose children attend high-poverty schools; Title VII of the McKinney-Vento Act includes the Education of Homeless Children and Youth Programs. What are the rights of families and children? What changes are being considered? What are the implications?
- **ESEA – Bilingual Education**
  - Focus: Title VII of NCLB provides grants for the education of “English Language Learners”. What do the regulations say are the rights of children and families under this provision? What are the various proposals being considered as a part of the reauthorization? What are the implications of at least one proposal?
- **IDEA – Inclusion**
  - Focus: The Individuals with Disabilities Education Act requires that children receiving special education services be educated in the “least restrictive environment”. What provisions of the regulations support inclusion? How is this working/not working in practice? What else may be needed?
- **IDEA – Behavior**
  - Focus: Studies have indicated that young children have the highest rates of expulsion; and that African American, Latino and students in special education are disproportionately suspended and expelled. What does IDEA require in discipline, suspensions, and expulsion? What are the provisions that can lead to more positive supports for disruptive behavior? What are more promising options?
- **Head Start**
  - Focus: Head Start began as a part of the “War on Poverty” and offered empowerment opportunities for families. What rights do the regulations still provide for families? How do practices promote or discourage parent leadership?
- **Health & Wellness**
  - Focus: The National School Lunch/School Breakfast Programs and local school wellness policies. How do local school wellness policies promote student wellness and prevent and reduce childhood obesity? What types of components do they tend to include (e.g., school wellness champions, school gardens, etc.)?

Which have a track record of success? What's the Farm-to-School Act of 2015?  
How might it improve the NSLP?

(Topics may be added or deleted depending on the final class enrollment.)

Over the course of the semester, working individually and as a collaborative team, students will become novice policy analysts in their broad topic. Teams will be required to meet in-person or via Blackboard Collaborate. These meetings offer a time for the team to check-in and plan, along with an opportunity to discuss and gain a deeper understanding of the broad topic and issue. Additional time will be required for team collaboration, wiki-review, and individual student work on this project.

**Critical Issue/Argument (65 total points):** Teams will select and frame a critical issue related to the broad topic. After determining an issue of interest that is relevant to culturally, linguistically, and ability diverse children and families, the team will develop an issue brief (see example): <http://www.frameworksinstitute.org/workshops/educationnation/>.

As the semester progresses, teams can refine or reframe this issue to garner broad understanding and agreement. As a team, students will build a case to support the issue. Each student is responsible for completing all of the activities. (LO = Learner Outcome)

- **LO1/A1: Research (8 points)**
  - Research the enacted and/or proposed legislation and/or regulations
  - Identify and appropriately cite at least 2 facts that strongly support the critical issue/argument (at least two citations per student in APA format).
  - Subscribe to at least one listserv related to the topic
  - Locate at least 2 primary organizations that provide credible information about your critical issue
  - Identify 2 policy papers or studies related to the topic or critical issue (minimum of 25 pages and from a source with credibility in that topic/issue area). Complete a reading journal for each resource (reading journals will be scored under that assignment).
  - Post at least 3 current news stories on wiki (Team will develop schedule for postings at first team meeting.)
- **LO1/A2: Statistics (2 points)**
  - Team will locate or develop a data table or graph from existing statistics.
- **LO2/A1 & A2: Policy Brief (15 points)**
  - Write an overview of the issue (Issue Brief) describing its relevance to diverse young learners and their families.
  - Prepare a comprehensive, yet concise, Abstract of issue brief.
- **LO2/A3: Stories/Interviews (5 points)**
  - Interview and gather a story from a family, student, administrator, or community activist affected by this issue and create a compelling story highlighting the importance of this issue (transcript approximately 300 words),
- **LO2/A4: Counter Argument (5 points)**
  - Locate and appropriately cite at least 1 fact that is a strong counter-argument for this issue; write a rebuttal to this argument.
- **LO3/A1: Opinion/Advocacy (5 points)**

- Each student will draft a sample letter to a decision-maker or letter to the editor supporting the team's argument.
- **LO4/A1: Group Presentation – Articulation of Issue and Quality of Content (25 points)**
  - Groups will deliver a presentation, as if addressing their target audience, in which they provide a set criteria (see handout). *In ECED 691 Hybrid, these presentations will be in the form of a webinar and posted on Black Board.* These points will be based on the strength of the team's argument, and data collected and curated by the team. They will describe an overview of the policy, a historical timeline, and its relevance to diverse young learners and their families. They will share an illustrative example (from their interviews of a family, student, administrator, or community activist affected by this issue) that highlights the importance of the issue. One of the goals of the assignment is for teams to work well as a team and mutually strengthen individual student contributions. Teams will include a discussion of lessons learned about the issue (i.e., recommendations) and allow for time for questions from the class. Visuals and integration of multi-media are encouraged. Groups are advised to time presentations (35 minutes max). Groups will provide each class member a copy of the Policy Brief.

### 691 Course Schedule and Topics

The course meets face to face on 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/2 with online sessions in between (NET 1/20-3/14 ).

	Topic	Readings	Assignments Due
Week 1 January 20	Class introductions Review syllabus Policy Process Why study policy / learn advocacy? Role of education in democracy Sign up for Broad Topic that most interests you	<i>Advocating for Young Children: A Preservice Teacher Education Project</i>	<b>Email or speak to professor about topic selection</b>
Week 1 Online Content	Historic Factors Affecting Preschool Current Preschool Policy Context, Challenges, and Opportunities  Policy Focus: Preschool	ALL – <i>State of Preschool 2014 Executive Summary, Responding to the Tennessee PreK Study, Rose (Part I: Ch. 1-5), Zigler, Gilliam &amp; Barnett (Ch. 1)</i>	DUE: Reading Journal <b>Subscribe to 1 relevant listserv</b>
Week 2 January 27	Preschool Policy  Policy Focus: Targeted vs. Universal Preschool	ALL – <i>Universal Pre-K: What Does it Mean and Who Provides it?, Expanding Access to Quality PreK is Sound Public Policy, Few States Look to Expand PreK to 4-year-olds, More than a Quarter of State-Funded Preschool Seats Went Unfilled this Year, Lessons from the French Ecoles Maternelles, Rose (Ch. 6)</i> Group A – Zigler, Gilliam & Barnett, Ch. 3 Group B – Zigler, Gilliam & Barnett, Ch. 4 Group C – Zigler, Gilliam & Barnett, Ch. 5 Group D – Zigler, Gilliam	IN-CLASS: Preschool in the U.S.: What's Going on Today? Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief  DUE: Reading Journal

		& Barnett, Ch. 6 Group E – Zigler, Gilliam & Barnett, Ch. 7	
Week 2 Online Content	High Quality Personnel Teacher Credentials versus Competencies and Supports  Video: <i>Linda Darling-Hammond on “What ESEA Should Do to Improve Teacher Quality and Equity”</i>  Policy Focus: Teacher Credentials vs. Competencies and Supports	ALL – <i>Roots of Decline: How Government Policy Has De-Educated Teachers of Young Children, Teacher Quality and Student Achievement: A Review of State Policy Evidence</i> Group A – Zigler, Gilliam & Barnett, Ch. 8 Group B – Zigler, Gilliam & Barnett, Ch. 9 Group C – Zigler, Gilliam & Barnett, Ch. 10 Group D – Zigler, Gilliam & Barnett, Ch. 11 Group E – Zigler, Gilliam & Barnett, Ch. 12	DUE: Reading/Video Response <b>Identify 2 supporting facts</b> <b>Locate 2 primary organizations</b>
Week 3 February 3	Accountability, School Choice, Charter Schools, and Public School Debate  Video: <i>Diane Ravitch on “Is a Public School a Public Good, or a Shoestore?”</i>  Policy Focus: Accountability, Choice & Public Schools	Group A – Ravitch, Ch. 1 Group B – Ravitch, Ch. 2 Group C – Ravitch, Ch. 8 Group D – <i>Below the Bubble: “Educational Triage” and the Texas Accountability System</i> Group E – <i>Memo Warns of Rampant Cheating in DC Public Schools</i>	IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief  DUE: Reading Journal
Week 3 Online Content	Documentary: <i>Waiting for Superman</i>  Policy Focus: School Choice and Charter Schools	ALL – Ravitch, Ch. 7	DUE: Reading/Video Response <b>Post 3 current news stories on Broad Topic wiki</b> <b>Locate or develop a data table or graph from existing statistics on topic</b>
Week 4	Language Policy	ALL –	IN-CLASS:

February 10	Bilingual Education Emersion Programs Monolingual or “English Only”  Video: <i>Marta Tienda on Brown v. Board of Education, Hernandez v. Texas, and Inequality Today</i>	<i>Historical Orientations to Language Policy in the U.S., Bilingual Education Timeline</i> Group A – TBD Group B – TBD Group C – TBD Group D – TBD Group E – TBD	Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief  DUE: Reading Journal
Week 4 Online Content	<i>Video: Teresa McCarty on “So That Any Child May Succeed – Indigenous Pathways toward Justice and the Promise of Brown”</i>		DUE: Video Response <b>Identify 2 policy or research papers on critical issue &amp; complete a reading journal for each</b>
Week 5 February 17	Inclusion Policy and Practice  Documentary: <i>Including Samuel</i>  Policy Focus: Including Young Children with Disabilities	ALL – Gupta (2012); Odom et al. (2012), <i>DEC Inclusion Position Statement</i> Group A – Recchia & Lee, 2013 (TBD) Group B – Recchia & Lee, 2013 (TBD) Group C – Recchia & Lee, 2013 (TBD) Group D – Recchia & Lee, 2013 (TBD) Group E – Recchia & Lee, 2013 (TBD)	IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief  DUE: Reading Journal <b>Critical Issue Interviews/Stories Transcript</b>
Week 5 Online Content	Mental Health and Challenging Behaviors  Video: <i>Expulsion and Suspension Prevention Webinar</i>  Policy Focus: Preschool Suspension and Expulsion	ALL – <i>Five Big Changes in the New Head Start Performance Standards (see #3), HHS and ED Joint Letter on Suspension and Expulsion Policies</i>	DUE: Reading/Video Response <b>Critical Issue Counter Argument</b>
Week 6 February	Mental Health and Challenging Behaviors	ALL – <i>Vinh (2011)</i> Group A – Whitted, 2013	IN-CLASS:

24	Policy Focus: Preschool Suspension and Expulsion	Group B – Perry et al., 2007 Group C – Green et al., 2006 Group D – Gilliam & Shahar, 2006 Group E – TBD	Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief  DUE: NO Reading Journal <b>Critical Issue Policy Brief</b>
Week 6 Online Content	Health and Wellness  Policy Focus: The National School Lunch/School Breakfast Programs	ALL – Levine, Ch. 1-4, 7-8 <i>School Lunches from Around the World</i>	DUE: Reading Journal <b>Critical Issue Advocacy Letter</b>
Week 7 March 2	Health and Wellness  Policy Focus: Local School Wellness Policies, School Gardens, Farm-to-School  Video: <i>Whitney Cohen on “Speaking on Changing the Nature of Education”</i>  Documentary: <i>Cafeteria Man</i>	ALL – Group A – Local School Wellness Policy Proposed Rules, 2014 Group B – Blair, 2009 Group C – Hazzard et al., 2010 Group D – Williams & Dixon, 2013 Group E – McNamee, 2010	IN-CLASS: Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief  DUE: NO Reading Journal <b>Critical Issue Project Group Presentations (by March 2)</b> <b>View Presentations on Blackboard and write comments and questions for group members (by March 11).</b>
Week 7 Online Content	Group Presentations	Group Presentations	DUE: <b>Critical Issue Project Group Presentations (by March 2)</b> <b>View Presentations on Blackboard and write comments and questions for group members (by March 11).</b>

*\*Schedule subject to change based on class needs at discretion of instructor*

*\*\*Additional readings may be added*

## Reading Journal

Date and Topic: \_\_\_\_\_

APA reference for assigned reading (please be sure to include page numbers)

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1. What problem or question does the reading address?
2. What are the main ideas and concepts presented?
3. What evidence is offered in support of the position taken (examples, credible, relevant)?
4. What are the counter-arguments to the ideas/concepts presented?
5. What conclusions are reached?
6. What are the broader implications?
7. How does this topic/issue impact culturally, linguistically, and ability diverse young children and their families?
8. How do you connect with the reading (to your own personal experiences, to what you've read in this course – e.g., to the readings we ALL read for this week and/or readings other weeks, to what you've read in other courses)?

## Learning Cluster Summary

Date and Topic: \_\_\_\_\_

Assigned Reading(s): \_\_\_\_\_

1. List your shared understanding of the main ideas and concepts.
2. List shared conclusions.
3. List shared implications
4. List shared questions about this topic or issue.
5. List/brainstorm relevance to diverse young learners and their families.
6. Relevance to your personal practice?

**Dialogue Group Synthesis Summary**  
(Recorder must submit to BB at the end of class)

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

Readings Discussed

Participants and Roles

Facilitator:

Timekeeper:

Recorder:

Reporter:

Process Observer:

Other:

1. What themes emerged across the readings (main ideas and concepts?)
  
  
  
  
  
  
  
  
  
  
2. What did you learn?
  
  
  
  
  
  
  
  
  
  
3. Perceived impact on diverse learners and their families?
  
  
  
  
  
  
  
  
  
  
4. What are the broader implications?
  
  
  
  
  
  
  
  
  
  
5. List points of agreement.
  
  
  
  
  
  
  
  
  
  
6. List points of disagreement.
  
  
  
  
  
  
  
  
  
  
7. List questions or additional information needed.

### **Process Observer Criteria**

1. We came prepared to class.
2. We maintained our focus.
3. We listened for deep understanding.
4. We asked “honest questions”, inquiring to learn.
5. We spoke for ourselves.
6. We explored assumptions.
7. We acknowledged each other’s contributions.
8. We contributed exceptional effort to the fidelity of the process.
9. We acknowledged emotions.
10. We confronted non-productive behaviors.

Areas of Strength

Areas of Improvement

### Critical Issue/Argument Project Rubric

<b>Learner Outcomes</b>	<b>Exceeds Criteria (4 points)</b>	<b>Meets Criteria (2 points)</b>	<b>Partially Meets Criteria (1 point)</b>	<b>No Evidence (0 points)</b>
1. Research and describe the legislation and policy-making process related to culturally, linguistically, and ability diverse young children and their families; Describe the continuum of services and the fiscal and regulatory context of service delivery at the local, state, and national levels; Describe the administrative aspects and legal mandates for early childhood programs;	NA	Identified and appropriately cited at least 2 facts that strongly supported the critical issue/argument (at least two citations in APA format);	Identified and appropriately cited 1 fact that strongly supported the critical issue/argument (one citation in APA format);	Provided no documented evidence.
	NA	NA	Subscribed to at least one listserv related to the topic;	Provided no documented evidence.
	NA	NA	Located at least 2 primary organizations that provide credible information about the issue;	Provided no documented evidence.
	NA	NA	Located or developed a data table or graph from existing statistics on topic.	Provided no documented evidence.
	NA	NA	Posted 3 or more current news stories on topic on wiki.	Provided no documented evidence.
	Identified 2 policy papers related to topic and wrote a reading journal for each paper.	Identified 1 policy paper related to topic and wrote a reading journal for the paper.	NA	Provided no documented evidence.
	<b>Exceeds Criteria (15 points)</b>	<b>Meets Criteria (10 points)</b>	<b>Partially Meets Criteria (5 points)</b>	<b>No Evidence (0 points)</b>
2. Analyze a current policy issue related to the lives of culturally, linguistically, and ability diverse young children and their families.	Wrote an extraordinary Policy Brief which included an overview of the issue (history, research, improvements & challenges, recommendations) describing its relevance to diverse young learners and their families;	Wrote a comprehensive overview of the issue describing its relevance to diverse young learners and their families;	Wrote a minimal overview of the issue describing its relevance to diverse young learners and their families;	Provided no documented evidence.

	<b>Exceeds Criteria (5 points)</b>	<b>Meets Criteria (3-4 points)</b>	<b>Partially Meets Criteria (1-2 points)</b>	<b>No Evidence (0 points)</b>
	Extensively interviewed and gathered a story from a family, student, administrator, or community activist affected by this issue and created a compelling story highlighting the importance of this issue;	Interviewed and gathered a story from a family, student, administrator, or community activist affected by this issue and created a compelling story highlighting the importance of this issue;	Interviewed and gathered a story from a family, student, administrator, or community activist affected by this issue and created a story highlighting the importance of this issue;	Provided no documented evidence.
	<b>Exceeds Criteria (5 points)</b>	<b>Meets Criteria (3-4 points)</b>	<b>Partially Meets Criteria (1-2 points)</b>	<b>No Evidence (0 points)</b>
	Located and appropriately cited relevant research that builds a strong counter-argument for this issue and wrote a illuminating rebuttal to this argument.	Located and appropriately cited relevant research that builds a strong counter-argument for this issue and wrote a convincing rebuttal to this argument.	Located and appropriately cited relevant research that builds a strong counter-argument for this issue and wrote a minimal rebuttal to this argument.	Provided no documented evidence.
	<b>Exceeds Criteria (5 points)</b>	<b>Meets Criteria (3-4 points)</b>	<b>Partially Meets Criteria (1-2 points)</b>	<b>No Evidence (0 points)</b>
3. Describe the historical role of social advocacy and the role of educators in advocating for young children to ensure equity and access in service delivery; Identify characteristics of advocates/leaders and analyze own leadership skills; Plan and implement an appropriate awareness/advocacy/leadership response.	Drafted a well written and extremely persuasive sample letter to a decision-maker or letter to the editor supporting the team's argument.	Drafted a well written and persuasive sample letter to a decision-maker or letter to the editor supporting the team's argument.	Drafted a sample letter to a decision-maker or letter to the editor supporting the team's argument.	Provided no documented evidence.
	<b>Exceeds Criteria (25 points)</b>	<b>Meets Criteria (20-24 points)</b>	<b>Partially Meets Criteria (1-19 points)</b>	<b>No Evidence (0 points)</b>

<p>4. Demonstrate the ability to implement actions through collaboration and consultation with professional peers and staff.</p>	<p>Delivered an extremely informative and engaging presentation in which the group presented an overview of the policy, including a timeline of the policy's history, a strong argument related to the issue based on data/research collected by the team; masterfully described issue's relevance to diverse young learners and their families by sharing one story or illustration; worked as a cohesive team and mutually strengthened individual student contributions; included a discussion of lessons learned/recommendations for how to improve policy or policy implementation about issue; competently answered questions at the end of presentation</p>	<p>Delivered an informative and engaging presentation in which the group presented a strong argument related to the issue based on data/research collected by the team; described issue's relevance to diverse young learners and their families by sharing one story or illustration; included a discussion of lessons learned about issue/recommendations for how to improve policy or policy implementation; worked as a team and mutually strengthened individual student contributions; included a discussion of lessons learned about issue; answered questions at the end of presentation</p>	<p>Delivered a presentation in which the group presented an argument related to the issue based on data collected by the team; minimally described issue's relevance to diverse young learners and their families by sharing one story or illustration; included minimal mention of lessons learned about issue; worked fairly well as a team; included minimal discussion of lessons learned about issue</p>	<p>Provided no documented evidence.</p>
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### **Broad Topic/Critical Issue Project Group Presentation Criteria**

- 30-35-minute presentation (if online, create a webinar, Prezis, or Powerpoint that integrates your slides, narration/explanation, relevant video, graphics, or audio)
- Overview, which makes a strong argument about your position, on your topic, including important legislation
- What's the history of your policy? (provide a narrative of the history and a graphic timeline of the policy history)
- Overview of research on topic
- List of organizations that provide credible information about your topic
- Overview of current news stories on topic
- Data table or graph you found (as long as it's pertinent)
- Synthesis of stories gathered from your interviews (What did you learn? How do they highlight the importance of this issue – i.e., how does it affect diverse learners and their families?)
- What's the counter argument for this issue (What do critics say?)?
- How do you be an advocate for this issue (Who could you write a letter to? What events could you participate in? What organizations could you support?)?
- What did you learn about this issue? Allow for questions from the class.
- What recommendations do you have that will improve this policy or policy implementation (e.g., how should the policy be changed, what research needs to be done, etc.)
- Include audio and visuals to engage your audience (mixed media – video, sound bytes from interviews, e-poll)
- Demonstrate that your group works well as a team and mutually strengthens individual student contributions.
- Include participation/active engagement of your audience in your presentation
- Creativity encouraged
- List of references
- Email Carley your Presentation and **final** Policy Brief 1-2 days before you present so she can post it on Blackboard. Make copies of your Policy Brief for the class (if presenting in person).