ECEL 5240 Leadership & Analysis of Teaching Children

Department of Elementary & Early Childhood Education
SYLLABUS
ECEL 5240    Leadership & Analysis of Teaching Children Fall 2009

Delivery  On site/on line/ hybrid

Required Materials
- Texts:
  - Cases and articles available for check out.

Optional Materials
- National Board Certification Handbook at

Conceptual Framework

Belief Statement
The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

Mission
As a cornerstone of the institution for over 130 years, the University of Central Missouri's Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.
ECEL 5240 Leadership & Analysis of Teaching Children

Course Description
This course provides current leadership theory and analysis of teaching practices congruent with the changes taking place in education today. Focus of the course is on leadership in the development and implementation of curriculum and instruction as well as pedagogical analysis and case study. Credit 3 graduate hours.

Format of Course
On site/on line/hybrid using lecture, discussion, reflective dialogue, observation including field work, presentations which encourage participant autonomy, and collaboration as a whole class as well as in small groups.

Course Goals:
Through discussion with peers and work-embedded assignments reflecting NBPTS Standards, the student will provide evidence that he/she will:

- Analyze multiple teaching strategies for meaningful learning to use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation. (NBPTS 6)
- Collaborate as leaders in the professional community to improve programs and practices for young children and their families. (NBPTS 8)
- Analyze, evaluate, and synthesize through regular reflection, to strengthen the quality and effectiveness of their work. (NBPTS 9)

Course Objectives:
- Develop the ability to apply shared leadership.
- Demonstrate growth and change as a leader.
- Engage in the autonomous selection of relevant course objectives.
- Investigate pedagogical studies and interpretations.
- Dialogue on the essence of pedagogy, pedagogical thoughtfulness and tact.
- Explore the meaning of and engage in pedagogical reflection.
- Engage in pedagogical interpretation and inquiry through such activities as:
  - formulating pedagogical questions and assumptions with relevant methods for investigation
  - reflecting on and writing about pedagogical lived experiences
  - interviewing and writing personal life stories
  - observing and writing experiential anecdotes
  - collaborating in small groups on pedagogical analysis and case study
  - applying pedagogical knowledge to theory construction and practical research

Standards: The following standards/competencies provide guidance for the course as experienced under the more general goals of practicing the assessment-planning-teaching cycle with children in early childhood/elementary settings:

Early Childhood/Generalist Standards http://www.nbpts.org

I. Understanding Young Children (p. 7)
Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.

II. Equity, Fairness, and Diversity (p. 11)
Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness, and dignity.

III. Assessment (p. 15)
Accomplished early childhood teachers recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children’s activities and behavior, analyzing, communicating, and using the information they glean to improve their work with children, parents, and others.
IV. Promoting Child Development and Learning (p. 19)
Accomplished early childhood teachers promote children’s cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

V. Knowledge of Integrated Curriculum (p. 29)
On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.

VI. Multiple Teaching Strategies for Meaningful Learning (p. 45)
Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.

VII. Family and Community Partnerships (p. 51)
Accomplished early childhood teachers work with and through families and communities to support children’s learning and development.

VIII. Professional Partnerships (p. 55)
Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families.

IX. Reflective Practice (p. 59)
Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.

Middle Childhood/Generalist Standards (NBPTS) http://www.nbpts.org
I. Knowledge of Students (p. 7)
Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.

II. Knowledge of Content and Curriculum (p. 11)
Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.

III. Learning Environment (p. 23)
Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

IV. Respect for Diversity (p. 27)
Accomplished teachers help students learn to respect and appreciate individual and group differences.

V. Instructional Resources (p. 31)
Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.

VI. Meaningful Applications of Knowledge (p. 35)
Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

VII. Multiple Paths to Knowledge (p. 39)
Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

VIII. Assessment (p. 43)
Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

IX. Family Involvement (p. 47)
Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.

X. Reflection (p. 51)
Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.
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XI. Contributions to the Profession (p. 55)
Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

Course Policies

Class Discussion: Students will be assessed by their contribution to the class discussions throughout the semester. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

Assignments and Grading Policies

In general, it is expected that students will participate in class, read and reflect on required readings, write papers reflecting course content, and complete written and oral examinations.

1. Class attendance and active participation. Participant dialogue is crucial to the learning process. The sharing of thoughts and experiences and the reflection on what others share will be an important aspect of this course. Dialogue and activities will occur in large and small collaborative groups. Your absence will adversely affect your class participation as well as the functioning of your group. Please take responsibility for what you missed during an absence. It is required that you participate a minimum of 2 hours per week on the course Blackboard site. To encourage your reflection, each student must submit a question related to our readings each Monday online through Discussion Board of Blackboard before midnight. You will then be required to post a minimum of 3 responses to the class questions by midnight on Sunday.

2. Reading, reflection, writing, and discussion of the content of the required readings.

3. Term Project: Paper and Presentation- You will apply what you learn from this class by putting leadership/analysis of teaching in action in this project which includes a research-based paper and class presentation. A presentation of the final project will be made to the class at the end of the semester.

4. Choice Assignment for Grade of “A”: Teacher Development Plan
If you choose to work to earn an “A” grade in this class, you are required to develop a Teacher Development Plan and submit a paper describing your plan. The paper must merit an “A” grade as judged by your professor in order to be counted toward earning an “A” grade in this class. This assignment is necessary, but not sufficient for earning an “A” grade in the class.

Grading
The evaluative criteria I have found most helpful to students and that I will apply when evaluating your work with rubrics include:

(a) organization
(b) clarity of thought
(c) consistency of thought
(d) reflection of course content
(e) thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
(f) effort
(g) interest in the learning process

The grade of A equates to 93-100%. To earn a grade of A, you must demonstrate the highest level of class attendance and participation as judged by your professor’s expectations which means that you consistently and often contribute constructive comments and questions which expand and enrich our class discussions. In addition, written work must be at the highest scholarly level for undergraduate study as judged by your professor which means that your work has met and exceeded Evaluative Criteria (a) through (g). If it is not at the highest level, it will be assigned a lower grade.

The grade of B equates to 84-92%. To earn a grade of B, you must demonstrate a high level
of class participation as judged by your professor’s expectations which means you occasionally contribute constructive comments and questions which expand and enrich our class discussions. In addition, written work must be at a high level for undergraduate study as judged by your professor which means that your work has met and moderately reflected Evaluative Criteria (a) through (g). If it is not at a high level, it will be assigned a lower grade.

The grade of C equates to 75-83%. To earn a grade of C, you have a lower level of class participation as judged by your professor’s expectations which means you very rarely, if ever, contribute anything to class discussions. In addition, your written work is at a low level for undergraduate study as judged by your professor which means that your work has not met one or more of criteria (a) through (g). If it is not at this level, it will be assigned a lower grade.

Participation and written work that is less than what is stated above will earn a D or F grade. D equates to 66-74%.

Library Services
Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at http://library.ucmo.edu. For research assistance, you may contact the Reference Desk: Phone: (660) 543-4154; Email: reference@libserv.ucmo.edu; AIM: JCKLReference; RefChat: http://library.ucmo.edu/chat

Office of Accessibility
Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (660) 543-4421.

Academic Honesty
All students are expected to adhere to the University's policies on academic honesty. See: http://www.ucmo.edu/access/7.htm

Student Graphic Image Policy
While engaging in Department of Elementary and Early Childhood Education (ECEL) activities, either on or off campus, no students shall take or transmit pictures with camera cell phones or similar devices. Other digital and non-digital media use requires written approval from the person or parent or guardian of a minor child used as any part of the subject of the picture.

Where the images are gathered as part of work in a preK-12 classroom, the policies of the school/school district regarding images will be followed. Host teachers must be consulted to determine whether written approval has been obtained.

In cases where school or school district policy does not apply, The person taking the picture or other graphic image must keep photo release forms for a minimum of seven years. These forms will be made available to the Department or other University official upon request. Faces of minors used in ECEL class assignments cannot be used for publication either in hard copy or digitally.