Department of Elementary & Early Childhood Education
SYLLABUS

ECEL 6810 MSE Capstone for Childhood Educators
(Two Semester Hours Graduate Credit) Fall 2009

Delivery Onsite/online/hybrid

Required Materials
B. NBPTS Portfolio Matrix (UCM) and MoSTEP Standards

Optional Materials
National Board Certification Handbook can be found at cite listed below:
http://www.nbpts.org
What Teachers Should Know and Be Able to Do (1994, NBPTS) (available a http://www.nbpts.org/ Handout Packet

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.
Course Description
The MSE Capstone for Early and Middle Childhood Educators is designed to synthesize information from MSE coursework and classroom experiences. It culminates with a summative portfolio assignment reflecting NBPT Standards for either the Early Childhood/Generalist Standards or the Middle Childhood/Generalist Standards.

Prerequisite: Taken during the last 12 hours of the Program of Study immediately following ECEL 6800.

Purpose of the Course
ECEL 6810 is designed to provide Elementary Education Teachers an opportunity to build their expertise as classroom teachers. Teachers will use the National Board for Professional Teaching Standards (NBPTS) as a vehicle to examine their own classroom practice and to extend their professional growth. Teachers will analyze student work and develop portfolio entries using formative assessments that relate to the Standards for their certification area (Early Childhood or Middle Childhood).

Format of Course
Format of Course: (On site, online, hybrid)
This course uses inquiry learning, collaborative teamwork, and analysis of practice. A seminar format will be used. The class will include interactive class time, electronic learning, certificate-specific meetings and activities, and independent study. Instruction will be provided through relevant discussion of the experiences of professional educators related to the objectives listed below:

Course Goals:
Through discussion with peers and work-embedded assignments reflecting both MoSTEP and NBPTS Standards, the student will provide evidence that he/she:
A. Understands the central concepts, tools of inquiry, and structures of his/her discipline (MoSTEP, NBPTS - Standard 2)
B. Understands how students learn and develop (MoSTEP, NBPTS - Standard 1)
C. Understands how students differ in their approaches to learning (MoSTEP, NBPTS - Standard 1)
D. Recognizes the importance of long-range planning and curriculum development (MoSTEP, NBPTS - Standard 1,4,5)
E. Uses a variety of instructional strategies (MoSTEP, NBPTS - Standard 1,2)
F. Uses an understanding of individual and group motivation and behavior (MoSTEP, NBPTS - Standard 2,3)
G. Models effective verbal, nonverbal and media communication techniques (MoSTEP, NBPTS - Standard 2)
H. Understands and uses formal and informal assessment strategies (MoSTEP, NBPTS - Standard 3)
I. Is a reflective practitioner who continually assesses the effects of choices and actions on others (MoSTEP, NBPTS - Standard 4,5)
J. Fosters relationships with school colleagues, parents, and educational partners. (MoSTEP, NBPTS - Standard 5)

**Course Objectives:**
A. Apply academic course work within a site-specific environment;
B. Develop a more comprehensive view of the educational process and the various functions of the school as an institution;
C. Recognize/apply the role of the teacher as leader
D. Evaluate and incorporate learning and cognitive theory in terms of practice through reflective decision-making;
E. Evaluate curriculum and instruction relative to the experiences of the elementary classroom;
F. Observe and evaluate the curriculum process through valid assessments of teaching/learning;
G. Reflect measurable dispositions necessary for a successful teaching/learning process;
H. Recognize and understand the personal needs and competencies required to become an effective teacher;
I. Recognize and apply the role and responsibilities of the teacher pertaining to school/community relations;
J. Recognize the role and responsibilities of the teacher in identifying and addressing needs and expectations of diverse learners;
K. Review, evaluate and apply various technological delivery systems to make the teaching/learning process more effective;
L. Identify and apply effective teaching methodologies and strategies that convey and reveal subject matter to students in a meaningful and relevant way;
M. Continue developing an assessment portfolio that addresses the five propositions of accomplished teaching as defined by the NBPTS
N. Successfully participate in collaborative planning and discussion with the university faculty related to the elementary classroom experiences.

**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 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.

XI. Contributions to the Profession (p. 55)
Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

DESE MoStep Standards:
- 1.2.1 The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
- 1.2.2 The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
- 1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.
- 1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
• 1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• 1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
• 1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
• 1.2.9 The preservice teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
• 1.2.10: The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
• 1.2.11: The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning.

Effective Reflection

Reflective Teaching Strand

Effective Reflection

• Reflective Practitioner Attitude
  1. Open-mindedness: willingness to acknowledge and evaluate alternative viewpoints even when personal viewpoints are challenged
  2. Responsibility: to consider the actions and their consequences
  3. Wholeheartedness: developing an attitude of commitment and willingness to take risks

• Traits of Reflective Practitioner
  1. Know that reflection helps them improve not only their own teaching and work environment, but that of society as well
  2. Break away from routines based on tradition and authority in order to make these improvements
  3. Are characterized by open-mindedness, responsibility, and wholeheartedness (Zeichner & Titlebaus, 1982)

• Levels of Reflection
  • Technical reflection: Reflecting on skills and practice in order to improve specific pedagogical practices in context of the classroom
  • Reflection-in-action: Reflecting on both teaching practices and theory to better integrate theory and best practices into the classroom. “Knowing and doing are not separated.”

Purposes of Reflection

• Deeper thinking about teaching experiences
• Promotes growth as effective teachers
• Helps with development of a teaching philosophy

Examples of practices/tools for Reflective Teaching

■ Providing opportunity to experience the benefits of reflection
■ Allowing for self-reflection to decide if this works for them
■ Demonstrating that all views are valid and will be handled with respect
Teaching students the language of reflection

Providing individual and small-group structured exercise that guide them through the process of reflection

Helping students describe their experiences, connect them to theory, and critique them in the “light of alternative viewpoints, plans, and actions.

A Knowledge Base: Theories & Research

- Supplies knowledge from many theoretical stances to solve problems in course activities, simulations, and case studies.
- Synthesizes knowledge from many sources to analyze scenarios and case studies.

Thinking Creatively

- Challenges previously held beliefs by questioning outcomes and considering different perspectives. Considers changing or testing previously held belief based upon reflection, questioning and the ideas or theories of another. Puts a plan into place to test new thinking in order to confirm validity of new thinking.

Thinking Analytically

- Makes conclusions about teaching situation by using thought processes, reasons, motives, and interpretation grounded in concrete evidence of observation and/or experience with connections made to text-related readings and research.

Implementing Theories & Strategies in FE

- Applies and/or implements theories and strategies used in field experiences through observation, participation, instruction, and assessment with insights from pre-service teacher, students and classroom teacher. Refers to specific/concrete examples of instructional methods, materials, instructional strategies, etc. used to support the learning experiences.

Thinking Practically

- Uses decision-making for future teaching based on thinking and reflecting about the teaching and learning process. Knowledge base is revisited, reconstructed, as it is applied to classroom practice. Applies refined knowledge and skills to classroom practice following teaching episodes.

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 & Grading Policies

Assignments are not limited to, but will/may include the following:

Students will develop a Portfolio of Reflection Papers that addresses each component of the Five Standards of Accomplished Teaching (as identified by the NBPTS for either Early Childhood Generalist or Middle Childhood Generalist) and the Missouri Standards for Teacher Education Programs (MoSTEP). (72 points)

Students will gather artifacts and other research-based materials that provide evidence of effective teaching that address the components of the Five Standards of Accomplished Teaching (as identified by the National Board for
Professional Teaching Standards (NBPTS) for the Early Childhood Generalist or Middle Childhood Generalist and the Missouri Standards for Teacher Education Programs (MoSTEP).

Students will orally present their Portfolio. (28 points)

Student Participation (25 points)

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 93 %</td>
</tr>
<tr>
<td>B</td>
<td>92 - 83 %</td>
</tr>
<tr>
<td>C</td>
<td>82 - 73 %</td>
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<tr>
<td>D</td>
<td>73 - 60%</td>
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**Course Schedule**

On site/online/hybrid

A tentative course agenda outlines the readings, assignments, and topics for each class period. Access the agenda via Blackboard.

**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](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](http://library.ucmo.edu/chat)

**Early Alert**

As part of the College of Education commitment to building a positive, student-centered learning community that supports the success of every student, this faculty member participates in the UCM Early Alert Program. *(include this only for Freshman and Sophomore courses.)*

**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](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.

Revised 16 March 2009.