

Becoming a Teacher Leader Syllabus — In-Person Course

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

Early in childhood, children's cognitive skills develop substantially and provide an important foundation for later learning. Instructional practices that promote the development of these important skills and support children's understanding of the world around them are crucial. Classroom discussions and activities designed to promote logic and reasoning, mathematics, and science knowledge and skills can capitalize on children's natural curiosity and provide rich opportunities for learning.

This course is designed to increase participants' knowledge of and ability to implement instructional strategies aimed at promoting (a) logic and reasoning skills including reasoning, and problem solving, and symbolic representation, (b) mathematical skills in specific domains including number and operations, geometry and measurement, and data and (c) science knowledge (understanding of core ideas and science concepts in life, physical and earth sciences) as well as key science skills or practices (such as observing and asking questions, planning and conducting investigations, collecting data and constructing explanations, and reporting and reflecting on findings). The course is designed to increase participants' knowledge of and ability to implement high quality strategies that support children's learning in developmentally appropriate ways.

This course is designed to:

- Increase participants' **knowledge** of the development of children's early logic and reasoning and mathematical and scientific thinking and their relationship to important instructional practices;
- Provide opportunities for participants to **see** teacher-child interactions and specific instructional strategies that elicit children's logic and reasoning, mathematical, and scientific knowledge and skills;
- Implement strategies that support and elicit participants' logic and reasoning, mathematical, and scientific knowledge and skills, taking advantage of informal and formal opportunities to engage in instruction; and
- Support **reflection** by inviting participants to analyze and assess their classroom strategies related to logic and reasoning, mathematics, and science and then plan for improvement.

Objectives

Participants will be able to:

1. Write a cultural autobiography and a personal philosophy including a clear and organized expression of how personal elements of your life, formed historically and culturally, influence your relationships and approach to working with young children and families.
2. Demonstrate an understanding of the professional standards and ethics of early childhood education.
3. Identify important historical and contemporary developments and issues in the field of early childhood education in the U.S.
4. Engage in culturally competent, responsive and reciprocal relationships with children, families, and communities from culturally and linguistically diverse backgrounds, acknowledging the impact of biological, social, cultural, ethnic, socioeconomic, and linguistic factors on development and learning.
5. Collaborate with peers in a professional learning community to use a portfolio and video technology as effective professional development tools.
6. Demonstrate knowledge, skills, and attitudes to be an active leader in the formation of a future that positively impacts the lives of young children.

Grading

Participation/Professionalism	20%
In-Class Activities	30%
Weekly Assignments	50%

Expectations

Participation/Professionalism (20%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.


In-Class Activities (30%: Grading complete/incomplete)

In-class activities may consist of, but are not limited to, discussions, observations, idea-sharing and generation, and planning exercises. Some class activities are designed as quick checks of your understanding, engagement, and application of course information. Other class activities require you to work in pairs or small groups, and present findings to the rest of the class. You are expected to participate in all in-class activities.

Weekly Assignments (50% total: Grading per assignment rubrics)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and eLearning activities. Assignments vary and may include reflection, action logs, and practice using skills in your daily life.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator.



Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.

- Video and Communities of Reflection and Practice (CORP) Assignments: In this course, you will video record yourself working with children. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.

Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the _____ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with _____ to discuss and address them. If you have already established accommodations with _____, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Course Schedule

Session	Topic	Readings and Assignments
1	<p>Course Introduction</p> <p>Introductions, Objectives, and Course Overview</p> <p>Teaching from the Inside Out</p> <p>Collaborating Across Differences</p>	<p>Readings</p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (HHS/ACF/OHS). (2015). <i>Getting started with the Head Start Early Learning Outcomes Framework</i>. http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf</p> <p>HHS/ACF/OHS. (2015). <i>Head Start Early Learning Outcomes Framework</i>, 50-56. http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf</p> <p>Assignments</p> <p><i>BTL S1 Assignment Self-Introductions Video</i></p>

Session	Topic	Readings and Assignments
2	<p>Build on Personal Strengths to Develop Professionally</p> <p>Taking a Strengths-Based Approach</p> <p>From What's Wrong to What's Strong</p> <p>Identifying Your Strengths</p> <p>Using Your Strengths Professionally</p>	<p>Readings</p> <p>Dress, A. (2012). <i>Reimagining Teacher Development: Cultivating Spirit</i>. Exchange, pp. 28-31.</p> <p>VIA Institute: http://www.viacharacter.org</p> <p>Via Institute on Character. Via Survey (free version): http://www.viacharacter.org/www/The-Survey</p> <p>Center for Dependable Strengths: http://www.dependablestrengths.org</p> <p>Asset Based Community Development: http://www.abcdinstitute.org/publications/basicmanual/</p> <p>Assignments</p> <p><i>BTL S2 Assignment Reflection Professional Identity and Goals</i></p> <p><i>BTL S2 Assignment Philosophy of Education Statement</i></p>

Session	Topic	Readings and Assignments
<p>3</p>	<p>Using Video to Develop Professionally</p> <p>Using Technology as an Early Childhood Professional</p> <p>Before: Preparing to Use Video</p> <p>During: Recording</p> <p>Setting Up</p> <p>After: Viewing, Sharing, Reflecting, and Improving</p> <p>Activity: <i>Practicing with Technology</i></p>	<p>Readings</p> <p>Luckenbill, J. (2012) Using the Digital Camera as a Tool to Support Reflective Practice and Responsive Care. <i>Young Children</i>: pp. 28-36.</p> <p>Assignments</p> <p><i>BTL S3 Assignment Detailed Bio Video</i></p>
<p>4</p>	<p>Practice in Professional Learning Communities</p> <p>Professional Learning Communities: Communities of Reflection and Practice</p> <p>Communities of Reflection and Practice (CORP) Norms</p> <p>Importance of Analyzing and Reflecting on Personal Practice</p> <p>Reflecting Together in the Intentional Teaching Cycle</p>	<p>Readings</p> <p>Galinsky, E. (2012) Learning Communities: An Emerging Phenomenon. <i>Young Children</i>: 67(1) pp. 20-27.</p> <p>Epstein, A. (n.d.) Special Online Content for NAEYC Members. The Intentional Teacher: Choosing the Best Strategies for Young Children’s Learning (Rev. ed.).</p> <p>Assignments</p> <p>None for this session.</p>

Session	Topic	Readings and Assignments
5	<p>ECE Professionalism</p> <p>Identifying Yourself as a Member of the Early Childhood Field</p> <p>Professional and Ethical Standards in Early Childhood Field</p> <p>Continuous, Collaborative Learning to Inform Practice</p>	<p>Readings</p> <p>NAEYC Standards for Early Childhood Professional Preparation Programs: Position Statement pg. 1; 11-19 https://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf</p> <p>NAEYC Code of Ethical Conduct & Statement of Commitment. https://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf</p> <p>Goble, C. & Horm, D. (2010). Take Charge of Your Personal and Professional Development. <i>Young Children</i>.</p> <p>Jupp, B. (2011). What Are Teachers in It For?. In Drury and Baer. (Eds.), <i>The American public school teacher; past, present, and future</i>. (pp. 154-164). Retrieved from http://www.naeyc.org/files/yc/file/201001/PriestWeb0110.pdf</p> <p>Assignments</p> <p><i>BTL S5 Assignment Capture Video of Your Practice</i></p>
6	<p>Developing a Professional Portfolio</p> <p>What is an Early Childhood Professional Portfolio?</p> <p>What to Include: Artifacts and Reflective Narratives</p>	<p>Readings</p> <p>Priest, C. (2010). The Benefits of Developing a Professional Portfolio. <i>Young Children</i>, pp 92-96.</p> <p>Assignments</p> <p><i>BTL S6 Plan Intentional Teaching Cycle Video</i> <i>BTL S6 Intentional Teaching Cycle Video</i> <i>BTL S6 Intentional Teaching Cycle CORP</i></p>

Session	Topic	Readings and Assignments
7	<p>Sharing Videos of Practice</p> <p>Review: Giving Quality Feedback</p> <p>Review: CORP Group Norms</p> <p>Share Videos and Debrief</p>	<p>Readings</p> <p>None for this session.</p> <p>Assignments</p> <p>None for this session.</p>
8	<p>ECE Field: An Evolving History</p> <p>Formative and Summative Assessments</p> <p>Three Approaches to Formative Assessment</p> <p>Learning Stories</p> <p>Assessment Tools</p>	<p>Readings</p> <p>Weiland, C., Wolfe, C., Hurwitz, M., Clements, D., Sarama, J., & Yoshikawa, H. (2012). Early mathematics assessment: validation of the short form of a prekindergarten and kindergarten mathematics measure. <i>Educational Psychology</i>, 32(3), 311–333. doi: 10.1080/01443410.2011.654190</p> <p>Read the short article about the history of Head Start at this website (optional- watch the 2 videos): History of Head Start. (2011). <i>HHS/ACF/OHS</i>. http://eclkc.ohs.acf.hhs.gov/hslc/hs/about/history</p> <p>Watch this short video, “Head Start History”: RidgewoodPR. (201, November 18). <i>Head Start History</i>. Retrieved from, http://youtu.be/m0pNIACUXkI</p> <p>Assignments</p> <p>None for this session.</p>

Session	Topic	Readings and Assignments
<p>9</p>	<p>Contemporary Issues and Trends</p> <p>Contemporary Issues and Trends in ECE</p> <p>Active Participation as a Member of the ECE Profession</p>	<p>Readings</p> <p>Early Learning Standards: Creating the Conditions for Success (2002). NAEYC. https://www.naeyc.org/files/naeyc/file/positions/executive_summary.pdf</p> <p>Feeney, S. & Freeman, N. (2013). Standardized Testing in Kindergarten. Focus on Ethics. <i>Young Children</i>, pp. 84-88.</p> <p>Assignments</p> <p><i>BTL S9 Assignment Active Participation in the ECE Profession</i></p>
<p>10</p>	<p>Understanding Culture and Yourself</p> <p>What is Cultural Competence?</p> <p>Understanding Culture</p> <p>Understanding Your Own Identity</p> <p>Challenge Personal and Institutional Bias</p>	<p>Readings</p> <p>Administration for Children, Youth, and Families. 1991. <i>Revisiting and Updating the Multicultural Principles for Head Start programs</i>. Washington, D.C.: Administration for Children, Youth, and Families, U.S. Department of Health and Human Services. http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf</p> <p><i>Principles for Head Start programs Log No. ACYL-IM-91-03</i>. Washington, D.C.: Administration for Children, Youth, and Families, U.S. Department of Health and Human Services.</p> <p>Vesely, C. & Ginsberg, M. (2011). <i>Exploration of the Status of Services for Immigrant Families in Early Childhood Education Programs</i>. NAEYC</p> <p>Delpit, L. (2006). Lessons from Teachers. <i>Journal of Teacher Education</i> 57: 220.</p> <p>Assignments</p> <p><i>BTL S10 Assignment Cultural Autobiography</i></p>

Session	Topic	Readings and Assignments
11	<p>Learning from Children and Families</p> <p>What is Diversity?</p> <p>What to Avoid: Stereotypes, Generalizations, and Deficit Perspectives</p> <p>Building Relationships through Skilled Dialogue</p>	<p>Readings</p> <p>Barrera, I. & Kramer, L. (2012) <i>Using Skilled Dialogue to Transform Challenging Interactions</i>. NAEYC, Brooks Publishing.</p> <p>Assignments</p> <p><i>BTL S11 Assignment Skilled Dialogue Role Play Video</i> <i>BTL S11 Assignment Skilled Dialogue Role Play CORP</i></p>
12	<p>Implement Culturally Relevant, Anti-Bias Programs</p> <p>Culturally Responsive Curriculum and Programs as a Necessary Component of Developmentally Appropriate Practice</p> <p>Promoting Children’s Healthy Identity Development</p> <p>Anti-bias Curriculum and Programs</p>	<p>Readings</p> <p>Derman-Sparks, L. (2009). Children- Socioeconomic Class and Equity. <i>Beyond the Journal: Young Children on the web</i>.</p> <p>Colombo, M. (2005). Reflections from Teachers of Culturally Diverse Children. <i>Young Children on the web</i>.</p> <p>The National Center on Cultural and Linguistic Responsiveness, (n.d). Culturally and Linguistically Responsive Express Checkout Worksheet. Office of Head Start National Centers. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/express-checkout-worksheet.pdf</p> <p>Assignments</p> <p>None for this session.</p>

Session	Topic	Readings and Assignments
13	<p>Leadership at Every Level</p> <p>What is Leadership and Who are Leaders?</p> <p>Leadership at Every Level</p> <p>Setting and Achieving SMART Goals</p>	<p>Readings</p> <p>Sullivan, D. (2009) Learning to lead: Effective Leadership Skills for Teachers of Young Children. Redleaf Press. Chapters 1. Retrieved from https://www.iactivelearning.com/sites/default/files/book/samples/Debra_Ren_Etta_Sulli-van-Learning_to_Lead_2nd_Edition-Sample.pdf</p> <p>S.M.A.R.T. Goal Setting Guide (2013) North Dakota Growing Futures. Retrieved from http://ndgrowingfutures.org/files/pdf/SMARTGoalGuide.pdf</p> <p>Assignments</p> <p><i>BTL S13 Assignment S.M.A.R.T. Goals</i></p>
14	<p>Learning to Lead</p> <p>Developing Leadership Characteristics and Qualities</p> <p>Writing Your Professional Philosophy Statement</p>	<p>Readings</p> <p>Sullivan, D. (2010) “Managing the Measure Up Monster” Leadership in the Balance. <i>Child Care Exchange</i>.</p> <p>Assignments</p> <p><i>Philosophy of Education Statement due next session.</i></p>
15	<p>Bringing It All Together</p> <p>Course Review</p> <p>Course Summary Learning Activities</p> <p>Course Summary Discussions</p>	<p>Readings</p> <p>None for this session.</p> <p>Assignments</p> <p>None for this session.</p>