Senior Seminar in Early Childhood

EDUCATION 495 ■ SPRING 2015
Department of Education, Elizabethtown College
Mondays, 5:00-8:00 p.m., Nicarry 104

Dr. Monica A. Belfatti
belfattim@etown.edu or 717-361-1127
Office Hours: Nicarry 136
T: 12-2 p.m./W: 4-5 p.m.

Course Description

Prerequisites: ED 325, ED 335, ED 345, ED 365, and formal acceptance into the Education program.
Co-requisites: ED 470

This course will assist early childhood education students in the planning, organization, development, and presentation of their professional portfolios. Students will electronically compile a portfolio of artifacts according to *Danielson's Domains*, reflecting their work as teachers and pre-service professionals. Much of the work of this course will be done independently. It is your responsibility as a professional to complete the requirements of the portfolio assignments as defined. The portfolio will be completed by the end of the semester and will be presented to the faculty at the Grad Celebration in spring of your senior year.

This course will also serve as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, and special education issues in early childhood school settings. Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of PreK-4 students and their families, and support for the transition of children to new educational settings. In addition, we will co-construct critical inquiries regarding ways in which educational institutions construct disadvantage and the potential for early childhood classrooms to be socially transformative venues in which teaching, learning, and curriculum are conceived of and implemented with the aim of social justice for all.

Course Texts & Online Resources

Required Texts

- Au, W. (Ed.). (2014). *Rethinking multicultural education: Teaching for racial and cultural justice.* Milwaukee, WI: Rethinking Schools, Ltd.

- Burant, T., Christensen, L., Sawson Salas, K., & Walters, S. (Eds.). (2010). *The new teacher book: Finding purpose, balance and hope during your first years in the classroom.* Milwaukee, WI: Rethinking Schools, Ltd.

- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching (2nd Ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Article links on our course CANVAS page.

Student Learning Outcomes

Upon completion of ED 495, students will achieve competency in the following areas:

- Identify the different phases of portfolio development.
- Evaluate different types of artifacts to be included in their professional portfolios.
- Reflect about the artifacts included in their portfolios.
- Organize their professional portfolio according to Danielson's Domains.
- Identify and evaluate the benefits and limitations of traditional and electronic portfolios.
- Present and defend their professional portfolio.
- Translate the implications of child development in the context of the school organization and components of successful early childhood programs and schools.
- Hold high, realistic expectations for the learning and behavior of elementary students.
- Assist and be supportive of all young children so that they develop their full potential.
- Participate fully in the team process as a structure for school improvement, student learning, and community building in urban, rural, and suburban settings.
- Identify the range of individual differences of all children and the implications of these differences for teaching and learning.
- Identify how the development of all young children occurs in the context of classrooms, families, peer groups, communities and society in urban, rural, and suburban settings.
- Design and implement strategies that provide students with appropriate skills in making the transition from an early childhood to an elementary level and then to a middle school environment.
- Recognize and plan for supporting student adjustment to the changing relationships with teachers and peers.
- Demonstrate the ability to adapt instructional material to a student's individual instructional level.
- Thoughtfully reflect on the concepts and theories gained during your teacher certification program.
- Acquire the knowledge to complete the final requirements towards teacher certification and job placement.
- Uphold and practice high professional and ethical standards.

Course Requirements

Detailed descriptions of each assignment and rubric for evaluation will be handed out in class and posted on the course Canvas page.

1. Class Participation (25%)

Your presence and active involvement in the class is essential for enriching the learning experiences of every member of our class community. Your participation includes four key components: 1. Arriving punctually and attending all class sessions; 2. showing up prepared, having read the course materials and completed assignments; 3. participating actively, consistently, and respectfully in class discussions; and 4. replying to all course online communication within 48 hours. The following rubric explains the criteria used for assessing your class participation grade:

Class Participation Grading Rubric (total possible points = 20)

Criteria	Full Credit	Partial Credit	Minimal Credit	No Credit
Punctuality & Attendance	Arrives on time for each class. Misses at most 1 class session with a legitimate excuse. 5 pts.	Arrives on time for each class. Misses no more than 2 class sessions with legitimate excuses. 3-4 pts.	Arrives late for 2 or more classes. Misses class sessions with no legitimate excuse. 1-2 pts.	Does not arrive on time for most classes. Misses more than 2 class sessions. 0 pts.
Class Preparation	Arrives fully prepared for each class session, having completed readings and assignments. 5 pts.	Arrives fully prepared for most class sessions. 3-4 pts.	Arrives partially prepared. Some assignments were late or incomplete. 1-2 pts.	Arrives consistently unprepared, not having read. Assignments are late or incomplete. 0 pts.
Class Discussion	Participates actively and consistently in all class discussions. 5 pts.	Participates constructively but inconsistently in class discussions. 3-4 pts.	Participates infrequently in class discussions. 1-2 pts.	Does not participate constructively. 0 pts.
Online Participation	Replies to all course emails and communications within 48 hours. 5 pts.	Replies to most course emails and communications within 48 hours. 3-4 pts.	Replies to most course emails and communications but not in a timely fashion. 1-2 pts.	Does not reply to course emails and communications. 0 pts.

2. Discussion Board Reflections (15%)

     2a. *Individual Reflections:* On a weekly basis as assigned, students are required to blog via the course Discussion Board on Canvas. Students will respond to questions on methods and issues of practice prompted by the instructor. Responses to the questions should contain direct references to concepts and methods from the readings, seminar discussions, and student teaching experiences.

     2b. *Response to Peer Reflections:* In addition to writing reading responses, students are expected to read and reflect upon the responses of their colleagues. Responses to other students' comments should be thoughtful, responsible, and respectful.

     More information on the discussion board reflection assignment and grading rubric will be provided in class.

3. Action Research Project (20%)

     All students are expected to identify an issue of practice to investigate through action research. Students will submit five typed entries that describe the thought process and actions undertaken in response to the identified issue of practice. More information on the action research project and grading rubric will be provided in class.

4. Portfolio Brochure (15%)

     All students are required to present an abbreviated version of their portfolios through the construction of a portfolio brochure. Sample brochures will be made available on Canvas. In addition to constructing a brochure, students will conduct a 5-minute presentation on their portfolio brochure, which will serve as a summary of the artifacts, ideas, and philosophies shared in the larger, more comprehensive electronic portfolio. This "*Portfolio at a Glance*" brochure should be organized according to *Danielson's Domains*. More information on the brochure and a grading rubric will be provided in class.

5. Digication Portfolio (25%)

     Each student will create an electronic portfolio using the Digication portfolio format. Each portfolio should contain a range of artifacts (from Student Teaching, Junior Methods/Placement, and other relevant courses) demonstrating his/her professional competence, such as:

- Lesson plans
- Classroom management plans
- Items from your content field/concentration/minor/double major
- Samples of student work
- Chapter exams, quizzes, or other assessment tasks
- Photographs demonstrating something about your experience (you in action, field trips, student projects, etc.)
- Video and audio clips of instruction and student engagement
- Supervisor and/or cooperative teacher comments and observation forms

The portfolio is to be organized according to *Charlotte Danielson's Four Domains*: I. Planning and Preparation; II. The Classroom Environment; III. Instruction; and IV. Professional Responsibilities.

Danielson's Four Domains
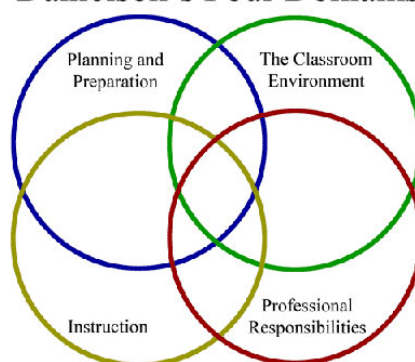
It is expected that the portfolio will be organized, neat, and professional. Creativity is encouraged (color, graphics, video, and pictures), but students should refrain from making it "cute" or appear as a scrapbook. Your portfolio is an earnest and insightful statement of your work as a teacher. More information about the digital portfolio and a grading rubric will be provided in class.

Summary of Course Requirements

Requirement	Percentage	Due Date
1) Class Participation	25%	Ongoing
2) Discussion Board Reflections	15%	Entries: 8/31, 9/14, 9/21, 10/7, 10/12
3) Action Research Project	20%	Question: 9/14 Entries: 9/21, 10/7, 10/19, 11/2, 11/30 Final: 11/30
4) Portfolio Brochure	15%	Draft: 11/9 Final: 11/30
5) Digication Portfolio	25%	12/7
TOTAL	*100%*	

Grade Scale

%	Grade	%	Grade
94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Course Policies

Attendance
Punctual attendance at all class sessions is required, and attendance/participation is a significant part of your course grade. You are allotted one excused absence without penalty on the following conditions: (1) you must inform me by email before your anticipated absence; and (2) excused absences are consistent with college policy. Unexcused absences and any additional absences will result in a deduction from your participation grade. In the event that you cannot attend a class, you should notify a fellow class member prior to your absence. Your partner will be responsible for taking notes for you and collecting any materials that are distributed. You are responsible for turning in all required assignments the same day that they are due as well as being prepared for the next class session.

Statement on School Closure
In the event the College is closed on a given class day, a virtual learning experience will be implemented. Details will be posted on Canvas and emailed to the class list. All students are expected to participate in the virtual learning experience. Failure to do so will affect your course participation grade.

Cell Phones
Cell Phones must be turned off before class begins. Text messaging is not permitted during class time.

Assignments
Assignments should be turned in with appropriate APA (6th edition) formatting and the following guidelines:

- Name in the upper right, followed by course information, and the date (single-spaced)
- Title (Centered)
- Numbered pages;1-inch margin; 12 point font; Double-spaced (and if printed, single-sided and stapled)
- Reference page (APA formatted)
- Submitted in .doc or .docx format as follows: yourlastname.assignmenttitle.doc

Late Policy

All work is due by the beginning of class and will be counted as late any time thereafter. You may negotiate an extension if you communicate with me at least two days prior to the due date. Late work without an extension will be marked down a half grade per day (or partial day) late.

Communication

Conducting yourself professionally includes reading and replying to all course communications. Check your email and Canvas daily for course updates. Immediately reply to all emails that request a reply.

Professional Conduct

You are expected to conduct yourself in a manner aligned with the teaching profession. Read and abide by the "Student Teaching Handbook" in the field and in the classroom. This means abiding by the following guidelines at all times: use appropriate language; treat others with respect; avoid gossip; never make fun of others, including college students and young students in the field; take constructive criticism well and with an open mind; and follow academic integrity to the utmost. Your grade and recommendations are affected by your professionalism.

Elizabethtown College's Academic Integrity Policy

No extra credit work will be allowed. Incidents of academic dishonesty, including plagiarism, will be handled according to the College procedure, as outlined in the College catalog, pages 282-285. Any substantiated dishonesty, including cheating and plagiarism, in examinations, reports, themes, class or laboratory work will result in the following actions:

- *First Offense*: Students will receive a zero on the assignment/test. The offense will be reported to the Associate Academic Dean. <u>If the student has a previous offense recorded with the Dean, the first offense in this course will be deemed a subsequent event and will be counted as a second offense.</u>
- *Second Offense*: Automatic failure in the course. The offense will be reported to the Associate Academic Dean who will review cases of academic dishonesty and exercise judgment as to whether a student found to be in violation of the standards of academic integrity should be recommended for dismissal from the College.

Elizabethtown College's Statement on Disability

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disability Services, Lynne Davies, by phone (361-1227) or e-mail daviesl@etown.edu. If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class.

> → **REMINDER: Students must bring to my attention accommodations they may use in order complete this course. Students will be accommodated by law requirements; but, remember, by law, initiation must be made by the individual student, not the instructor.**

Schedule

Subject to change—please consult Canvas for the most up-to-date schedule.

Class Dates	Pedagogical and Professional Focus	Readings Due	Assignments Due
MON 8/24	***Orientation*** ○ What are your questions, hopes and fears about this semester? ○ What are the requirements and expectations of student teaching? ○ What are the requirements and expectations of senior seminar?	*Burant et al. (2010) Chapter 1 (pp. 9-41)*	
MON 8/31	***Intro to Action Research*** ○ What does it mean to conduct action research in an early childhood setting? ○ How might action research serve social justice aims? ***Intro to Digication*** ○ What are the key components of a digital teaching portfolio? ❖ Portfolio Groups A & B	*Au (2014) Chapters: 1, 2, 4, & 36* *Danielson (2007) Chapter 1*	➢ Discussion Board Entry 1
MON 9/7	**LABOR DAY NO CLASS**		
MON 9/14	***Constructing a Responsive Praxis*** ○ Who are your students? How do/might they experience racism in your current field placement? ○ How might you build a classroom and pedagogy permeable to your students' ethnic, cultural, and linguistic resources? ***Issues of Practice*** ❖ Portfolio Group A	*Au (2014) Chapters: 5, 18, 22, & 40* *Danielson (2007) Chapter 2*	➢ Discussion Board Entry 2 ➢ Action Research Question

Class Dates	Pedagogical and Professional Focus	Readings Due	Assignments Due
MON 9/21	***Multicultural Education*** ○ What is multicultural, anti-biased, and anti-racist education? ○ What possibilities exist to incorporate aims of multicultural education in your classroom at your current grade level? ***Issues of Practice*** ❖ Portfolio Group B	*On Canvas:* *Multicultural Education links* *Au (2014) Chapters: 9, 26, 31, & 37* *Danielson (2007) Chapter 3*	➢ Discussion Board Entry 3 ➢ Action Research Entry 1
MON 9/28	***Whole Group Session – Hot Topics*** ○ What trends and issues of practice concern current educators? ❖ Portfolio Group A	*Danielson (2007) Chapter 4*	➢ Portfolio "About Me" Section
MON 10/5	**FALL BREAK** **No Class**		
***WED 10/7**	***"Standard" Practices*** ○ Are curriculum standards and standardized testing initiatives compatible with the aims of multicultural, anti-racist, and anti-biased education? How so or not? ○ How might we encourage young children to take a critical stance toward texts? ***Issues of Practice*** ❖ Portfolio Group B	*Au (2014) Chapters: 11, 17, 32, & 41*	➢ Discussion Board Entry 4 ➢ Action Research Entry 2

Class Dates	Pedagogical and Professional Focus	Readings Due	Assignments Due
MON 10/12	***Whole Group Session - Certification*** o What is the process of certification in PA? o What are the key components of a professional resume? ❖ Portfolio Group A	*Au (2014) Chapters: Select 2 chapters not previously assigned that interest you.* *Danielson (2007) Chapter 6*	➢ Discussion Board Entry 5
MON 10/19	***Teaching in the Undertow*** o What beliefs and commitments drive your practice? o How can teachers stick to their educational commitments within/against conflicting institutional priorities? ***Issues of Practice*** ❖ Portfolio Group B	*Burant et al. (2010) Chapter 1 (pp. 43-64)*	➢ Action Research Entry 3
MON 10/26	***Whole Group Session – Mock Interviews*** o How can one succinctly and effectively articulate a philosophy of education? o How can one succinctly and effectively articulate one's classroom management style, teaching strengths, and interests?		➢ Portfolio Domains I, II, II, & IV "Main Tab Reflections"
MON 11/2	***Individualized Portfolio Development***		➢ Action Research Entry 4
*TUE 11/3	***Leffler Lecture: John Hunter***		

Class Dates	Pedagogical and Professional Focus	Readings Due	Assignments Due
MON 11/9	***Teaching for Social Justice*** o What are the implications of the Leffler Lecture on the work you are doing in the early childhood classroom? ***Issues of Practice*** ❖ Portfolio Group A		➢ Brochure DRAFT
MON 11/16	***Keeping it Together*** o What happens when things do not go as expected? o How do teachers maintain their dignity and help students do the same? ***Issues of Practice*** ❖ Portfolio Group B	*Burant et al. (2010)* *Chapter 2 (pp. 67-82)* *Chapter 3 (pp. 180-181)* *Chapter 4 (pp. 251-283)*	➢ Portfolio Domain II & IV Artifacts
MON 11/23	***Whole Group Session – Ethics and the Law*** o What are the ethical and legal responsibilities of early childhood educators? ❖ Portfolio Groups A & B		➢ Portfolio Domain I & III Artifacts
MON 11/30	***Brochure Presentations*** ❖ Portfolio as needed	*Burant et al. (2010)* *Chapter 5 (pp. 339-353)*	➢ Action Research Entry 5 & FINAL ➢ Brochure FINAL
MON 12/7	***In lieu of a FINAL EXAM: Digication Portfolio submitted by 5 p.m.***		➢ Digication Portfolio FINAL

(*) indicates required attendance on evenings that are not Mondays.