The Conceptual Framework Theme

The theme of the conceptual framework undergirding the Department of Education’s program is to produce graduates who are critical-thinking problem solvers with the knowledge, pedagogical and technological skills and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;

3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

**Required Texts**


**Supplementary Text**

**General Course Description**
This course involves an in-depth study of developmental designs, supportive programs, programs designed to prevent problems, and programs and organizations that are sensitive to parents’ needs and interests. Emphasis is placed on the process of working with families, parent involvement, communication, and collaborative leadership. Meta-analysis of research data is pursued. The course is WEB enhanced.
General Course Objectives

Upon successful completion of this course, the student will:

1. Demonstrate the ability to plan curriculum activities that are responsive to the interests, preferences, motivation, interactional styles, developmental status, learning history, cultural variables, and levels of participation of young children and their parents/caregivers.

2. Demonstrate the ability to apply research and knowledge about families, communities, and about developmentally appropriate practices to the process of working with families to teach young children.

3. Demonstrate the ability to select materials that have multiple purposes, are adaptable, are culturally and linguistically relevant, and which support the young child and family interests.

4. Use effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom and with the families of the children.

5. Use reflection as an integral part of professional growth by maintaining a journal of field experiences and sharing them with the instructor.

6. Actively participate in monthly (or as scheduled) seminars, contributing in positive ways to the learning common of all students in the program.

Specific North Carolina Standards and Indicators

STANDARDS FOR THE MASTER’S DEGREE LICENSE

Teachers granted the master’s degree license are expected to have demonstrated the following knowledge skills, and dispositions which are derived from research findings, reports of best practice, and the National Board for Professional Teaching Standards.

A. Instructional Expertise

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

Indicator:

5. The candidate understands and links subjects’ developmental and diverse needs in the context of school settings.
B. Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicators:

4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

E. Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Indicators:

1. The candidate initiates professional inquiry though reading, dialogue, reflection, professional development, and action research.

2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.

5. The candidate provides leadership in working with parents and strengthening the home-school partnership.

CORE STANDARDS

Core Standard 3: Teachers are successful in teaching a diverse population of students.

Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.

Indicator 2: Teachers treat students as individuals.

Indicator 5: Teachers work collaboratively with the families and significant adults in the lives of their students.

Core Standard 6: Teachers respect and care about students.

Indicator 4: Teachers express pride in their students’ accomplishments.
DIVERSITY STANDARDS

Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 1: Teachers develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 2: Teachers recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3: Teachers make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.

Indicator 2: Teachers provide opportunities for students and their families to share their diversities.

Indicator 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Technology Standards

Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.

Indicator 2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Indicator 4: Teachers promote safe and healthy use of technology resources.

Indicator 5: Teachers facilitate equitable access to technology resources for all students.

Assignments

This course engages students in thinking about young children and their families through a Reflective Electronic Portfolio. All assignments should be included in an electronic portfolio as well as in a notebook binder. The course also helps students apply the theoretical base through cooperative group activities. A copy of your Permission Slip (via Blackboard) should be included in your portfolio. Students should submit all assignments to the Dropbox in Blackboard on or before the stated deadline date. Five (5) points will be deducted each week assignments are late.

Student performance will be evaluated with a number of assessments that will be provided along with assessments descriptions.

1. Reading Assignments. The textbooks have been selected to provide background knowledge, foundations, content, as well as suggestions for teaching and learning activities with children aged birth through kindergarten. You are expected to read, reflect upon and use the textbooks as resources for teaching and learning in this course. Specific assignments will be announced to support your learning experiences.

(Standards: Master’s: E.1; Core: 3.1; Diversity: 3.1; 4.1)

2. Tests and Final Exam. Each candidate will complete two tests and a final exam, each of which may include short answer, multiple-choice, and essay questions addressing course readings, guest speakers and lectures, applied in-class activities, and collaboration with professionals employed in public and private schools that serve young children.

(Standards: Master’s: A. 4; B. 4; E. 2; Core: 3.2, 3.5; Diversity: 3.1, 3.3; Tech: 6.4, 6.5)

Test 1 February 21, Test 2 March 21, and Final exam May 2

3. Reflective Journals. Each candidate will maintain a weekly record of your experiences in the classroom, course discussions, on the job experiences and reactions to readings in the textbooks and related articles. Submit in Blackboard (dropbox) a journal of
your learning experiences bi-weekly. Use the following format:

- Narrative summary of classroom events and text readings and activities.
- Your reaction (agree, disagree, surprise, confusion, questions, etc.).
- Reflection of your parent partnership style.
- Application: (how I will use the information).

Remember to write an introduction and conclusion for reflective journal entries. In addition, view the rubric to ensure all required components are addressed.

**Due**: January 24, February 28, March 28, and April 28 (Submit weekly)

**Standards**: Master's: A.5; B. 4; E. 1; Core: 3.1; Diversity: 4.3)

4. **Field Experience and Parent Component.**
   Attend a meeting for B-K parents and document the issues and concerns that parents expressed. Use professional journals to research one or two of the problems or concerns that are highlighted. Determine a viable solution to the concerns or problems based on your research findings. Make sure your solution reflects an understanding and respect for differences in diverse communities. Write a paper based on the above and explain your solution and how you might implement it. Prepare a PowerPoint presentation for class. Remember to view the rubric to ensure all required components are addressed.

**Due**: March 3, 2009.

**Standards**: Master's: A. 5; E. 1,2,5; Core: 3.1, 3.5; Diversity: 3.2, 4.3)

5. **Research Paper and Library Component**
   The research paper must be typed, edited, documented, and have well-organized content. Bibliography should contain recent, appropriate sources with credible research, no more than 5 years old. The paper should follow APA style.

   Broad Topic: Teacher - Parent Partnerships in Early Childhood Education

   **Length**: approximately 12-15 pages.

   The paper must incorporate the following:

   b. A minimum of two quotations from the textbook and ten from other professional journals (APA citation).

   c. Quotations from three people you have interviewed (APA citation within body of paper). You may use parents, teachers, administrators, or people who “wear two of those hats”. (One person must be a parent, but try to interview people from a variety of positions). Ask them about their views of parent partnerships with the schools. Write out your specific questions.
(at least four) in advance of the interviews and include your list of questions on the reference page. At least one of your questions should reflect professional ethics in the field. (Be sure to share your interview questions with the professor two weeks before the interviews). Include a transcript of the interviews. A few selected quotes from each person will do. Remember that to interview you listen and record. Seek their thoughts and opinions. You’ll get to advance your opinions when you write your paper.

d. A reference page with three parts:
   - Bibliography.
   - Questions that you prepared for the interviews.
   - Demographic data of the three people interviewed. Include date, time, location, gender, approximate age, occupation, number and ages of children, city or county of residence. Names are NOT needed.

e. An analysis of data collected from interviews and a conclusion.

Remember to view the rubric to ensure all components are addressed.

Due: April 28, 2009.

(Standards: Master’s: A.5; B. 4; E. 5; Core: 3.1, 3.5; Diversity: 3.1, 4.3, Tech: 6.4, 6.5)

Prepare a workshop for teachers and parents from diverse cultures represented in your community. The workshop will focus on teacher-parent partnerships and strategies for them working together. Provide hands-on activities. Each student will develop an individual lesson plan with 1 activity and the class will integrate the activities. Prepare a presentation using technology for an audience of teachers and parents.

Remember to view the rubric to ensure all components are addressed.

Due: April 28, 2009.

(Standards: Master’s: B. 4; E. 2, 5; Core: 6.4; Diversity: 3.2, 4.1, 4.2; Tech: 1.2)

7. Blackboard Discussions and Technology Component. Students will be given discussion topics and activities to respond to in Blackboard throughout the course. Students are expected to check Blackboard weekly and to participate in the discussions and/or activities within the given time period. Your initial posting(s) is due on Thursday and reply to at least 2 classmates by Saturday end of class time.
Professional Disposition.

“The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.” (Shaw University Department of Education Conceptual Framework, 2003, page 27)

Each student is expected to participate actively and professionally in class discussions and other applied in-class activities. This includes active, respectful listening to others and coming to class prepared for discussion. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. See Graduate Handbook. Absences will lower your grade. Rubrics used to assess assignments will include professional disposition skills.

Course Requirements

All written assignments must be typed, double-spaced using a 12-point font. Assignments should include a cover page with the student’s name, date, assignment title, course number, and semester. Each assignment be proofread and free of grammatical errors. All assignments should be submitted to the dropbox in Blackboard.

Topical Course Outline

Broad areas to be covered in this course include:

1. Parent-School Connection: Serving Families in a Contemporary Context
2. Parent Involvement Historical and Current Perspectives
3. Parent and Child Advocacy: Role of School and the Early Childhood Professional
4. Ethical Issues in Working with Families
5. Cross-Cultural Issues Involving Families and the Community
6. Socialization for High Self-Esteem in Healthy Families
7. Creating Community & School Linkages for Parents of Children w Special Needs
8. Children of Divorced and Blended Families
9. Families of Adoption
10. Families with Alternative Lifestyles
11. Strategies for Building Partnerships
12. Socialization in the Community Context
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<tr>
<th>Date</th>
<th>To</th>
<th>Class Activity/ Assignment Due</th>
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<tr>
<td>1/17</td>
<td>Shaw</td>
<td>Introduction Syllabus, Framework, Standards and Indicators</td>
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<tr>
<td>1/24</td>
<td>Hybrid</td>
<td>Families in Contemporary Context Wright Text Chapter 1-2</td>
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<tr>
<td>1/31</td>
<td>Hybrid</td>
<td>Role of School and Child Care Wright Chapter 3 Mena Chapter 6</td>
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<td>2/7</td>
<td>Shaw</td>
<td>Cross-Cultural Issues Wright Chapter 4 Mena Chapter 5</td>
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<td>2/14</td>
<td>Hybrid</td>
<td>Discipline and Feelings Mena Chapter 7-8</td>
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<td>2/21</td>
<td>Hybrid</td>
<td>Problem Solving and Affirmations Mena Chapter 9-10 Test #1</td>
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<td>2/28</td>
<td>Hybrid</td>
<td>Gender Roles Mena Chapter 11 Reflective Journal Due</td>
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<td>3/7</td>
<td>Shaw</td>
<td>Parents of Children with Special Needs Wright Chapter 5 Field Assignment Due</td>
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<td>3/14</td>
<td>Hybrid</td>
<td>Divorced, Blended and Adopted Families Wright Chapter 6-7</td>
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<td>3/21</td>
<td>Shaw</td>
<td>Families with Alternative Lifestyles Assessing Parent Involvement Wright Chapter 8 and 10 Test #2</td>
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<td>3/28</td>
<td>Hybrid</td>
<td>Stress, Success and Strategies Wright Chapter 9 Mena Chapter 12</td>
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<td>Hybrid</td>
<td>Socialization in the Community Context Mena Chapter 13-15</td>
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<td>4/11</td>
<td>Spring Break</td>
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and
4/18

4/28  **Shaw**  
Head Start TEP  
Ethical Issues Working with Families  

Workshop Presentation Due  
Research Paper Due  
Reflective Journal Due  
Work Product Due

5/2  Final Exam

**Course Evaluation/Grading**
Grading will be on a 100 point scale:

- A = 90-100 (Target); B = 80-89 (Acceptable); C = 70-79 (Acceptable); D = 60-69 (Unacceptable); F = Below 60 (Unacceptable).

**Assignment Scale**

- 10%  Test # 1
- 10%  Field Experience
- 10%  Quiz #2
- 10%  Reflective Journals
- 20%  Research Paper
- 20%  Workshop Presentation
- 10%  Class participation (including Discussion Board)
- 10%  Final Exam

In order to receive credit for discussion board participation, the student must provide an in-depth response and comment. Please use the following format:

**Student A to Student B (i.e., Jane Doe to James Edwards)**

I agree/disagree with you comments because (cite support from your textbook or readings to support your point of view). Next, state and defend your point of view. Make a conclusion comment beginning with the word, “Therefore”. Remember to cite references in APA format.

Common rubrics to assess performance on assignments will be used. Performance at target, acceptable, and unacceptable levels will be assessed for the oral report, research paper, and journal article review. These rubrics are part of this syllabus and will be issued under separate cover.
Supplementary Materials

The Class textbook will be supplemented with materials from other sources, including books and journals. Candidates are encouraged to consult professional journals, including the following:

American Psychologist
American Educational Research Journal
Black Issues in Higher Education
Bulletin of the National Association of Secondary School Principals (NASSP)
Encyclopedia of Educational Research
Educational Leadership
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Educational Training Program
Journal of School Psychology
Phi Delta Kappan
Psychological Review
Review of Educational Research
School Board Journal
Multicultural Review
APA Website: (http/www.uwsp.edu/psych/apa4b.htm)
Relevant internet sources (i.e., www.ncpublicschools.gov)
U. S. Department of Education Home Page (http://www.ed.gov/)

Bibliography


**Classroom Rules/Expectations**

Attendance and class participation are required and essential to this course. No make-up work is accepted unless the student presents a University excuse within a week of the missed assignment. Absences lower the final grade. Points will be deducted for late arrivals and/or early departures. However, we will follow the University attendance policy.

Academic Integrity/Cheating and Plagiarism. *Cheating* is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. *Plagiarism* is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. Cheating and/or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by an “F” on the assignment to an “F” in the course and the filing of a Cheating/Plagiarism Report with the Dean to be placed in the student’s file.

Classroom Decorum. To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The
decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records. Additional student behavior codes may be found in Student Affairs.

Expectations of Written Work and Presentations
1. Web-work and presentations will be evaluated based on clarity of content, organization, integration of course concepts, intellectual curiosity and use of APA format in written work.

2. Content should demonstrate the ability to (a) apply course concepts in a relevant way to practice settings; (b) utilize substantive data sources; (c) exercise reflection; and (d) demonstrate informed judgment.

3. Oral and written assignments should communicate coherence, consistency, and sound reasoning or articulated themes and major points. An introduction should state the purpose and flow of the paper or presentation and the narrative should follow the identified structure. Transition statements can provide continuity from one topic to the next. Conclusions can summarize main points.

4. In making presentations, attention should be given to the outline of the presentation; this will help you remain focused on the identified topic(s). Attention should also be given to clarity of articulation and diversity-sensitive presentations. All sources of ideas and quotes must be documented and referenced.

5. Individual Presentations. Each student will present findings from their action research project.

Please note office hours. Additionally, you are encouraged to email questions or comments at any time.

Special Accommodations
Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements for this course.

Appendix
Permission Slips
Census Data
Rubrics