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 presents an examination of instructional leadership theories and principles as they relate to educational leadership roles of teachers in public and private early childhood educational settings. Meta-analysis of research data will be pursued. The course is WEB enhanced.

**General Course Objectives**

At the completion of this course, the student will:

1. Demonstrate the ability to plan curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status,
learning history, cultural variables, and levels of participation of children from birth to age five.

2. Demonstrate the ability to plan, implement, and evaluate an integrated approach across curriculum areas based on school, district, and state curriculum goals and objectives.

3. Demonstrate the ability to implement instruction that is linked to children’s interests and developmental capacities, that is informed by family and community knowledge and experience, that is relevant to the curriculum, and that promotes learning competence.

4. Demonstrate the ability to select culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning.

5. Demonstrate the ability to construct learning environments that support positive behavioral and learning expectations.

6. Demonstrate the ability to apply systematic problem-solving approaches to dilemmas encountered in interactions in the field experience.

7. Demonstrate the ability to use analysis and reflection to better understand the birth through kindergarten learning environment and one’s own role as an early childhood educator and instructional leader in that environment.

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.

Indicators:

4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.
5. The candidate understands and links subjects’ developmental and diverse needs in the context of school settings.
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

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:

1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.
3. The candidate reflects on and modifies instruction that fosters student learning.
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

C. Research

The candidate uses research to examine and improve instructional effectiveness and student achievement.

Indicators:

1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.
3. The candidate investigates educational problems through action research.

D. Content Knowledge

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

Indicators:

1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.
3. The candidate demonstrates theoretical and applied advanced content knowledge.
4. The candidate understands current knowledge and trends in education.

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 through 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.
3. The candidate participates, formally and informally, in appropriate professional communities.
4. The candidate participates in collaborative leadership to address educational problems.
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.
Assignments

This course engages candidates in thinking about instructional leadership in early childhood education programs through keeping a Reflective Teaching Portfolio. All assignments should be included in an electronic portfolio as well as in a notebook binder. The course also helps candidates apply the theoretical base through cooperative learning group activities. A copy of your Permission Slip (will be posted on Blackboard) should be included in this portfolio. Five (5) points will be deducted each week assignments are late.

Students performance will be evaluated with a number of assessments that will be provided along with assignment description.

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

(Standards A. 7; B. 1,3; C. 1; D.1,2,4; E.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 A. 5; B. 4; C. 1; D.1,2,3,4)

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 a journal of your learning experiences on the dates noted in the Course Outline. 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 leadership style
- Application: (how I will use the information)

The last journal submission should include your personal leadership philosophy and your leadership goals and objectives for the future. Remember to view rubric to ensure all required components are addressed.
Due: February 14, March 21, April 25, and May 6 (Leadership philosophy)

(Standards A. 4,5,7; B. 1; C. 1; D.1,3,4; E.1,2)

4. **Library Component**
   Use the Curriculum Material Center to find resources on local, regional and national early childhood education associations and organizations. Choose an association or organization that you would like to participate in and do one of the following:
   - Apply for membership
   - Attend a meeting and obtain minutes and handouts
   - Attend a conference
   Submit a short report about your experience and include relevant materials. Remember to view rubric to ensure all required components are addressed.

   Due: April 25

   (Standard E. 1, 2, 3, 4)

5. **Instructional Leadership Project.**
   - **Research.** Examine at least two (2) instructional leadership theories and principles as they relate to educational leadership roles of teachers in public and private early childhood education settings.
   - **Interview.** Interview three teachers in early childhood education settings to determine their thoughts and actions regarding the instructional leadership roles of teachers. Prepare at least seven (7) questions to ask prior to interview. Include questions and replies in the paper. NOTE: This does not count as part of the analysis required 7 –12 papers.
   - **Analysis.** Write a paper (7-12 pages) discussing your findings. Be sure to include a reflective section in your paper. Remember to view rubric to ensure all components are addressed.
   - **Presentation.** Present your instructional leadership project to the class. Your presentation should include the use of instructional technology. Remember to view presentation rubric to ensure all components are addressed.

   Due: March 21.

(Standards A. 7; C. 1, D. 1,2,3; E. 1,2)
6. **Leadership Role Involving Parents and Colleagues**

Candidates will design a participatory workshop for parents and colleagues to present best practices in a specific ECE area. Candidates will submit a detailed outline of the workshop, agenda, evaluation, and any other handouts for the workshop. Include a lesson plan which includes form, methods, and structure for the workshop (lesson plan format is located under **Course Document**). Candidates will present the workshop to colleagues, parents and/or faculty. Candidates will write up the project and cite theory and best practices, include lesson plan format, describe the presentation and evaluate the outcome. In addition, candidates will cite in the introduction theories and/or theorists and best practices for the target audience. Conduct an evaluation (see **Course Document**) as the conclusion of the workshop and include results in your project reflective writing.

**Due:** March 28

**(Standards A. 4, 7; B. 3; E. 2,5)**

7. **The Great Debate**

Candidates will work in pairs for this project. Each pair will choose one of the “Point/Counterpoint” issues from Hoy and Hoy for the great debate. The pair will prepare an individual/paper on the issue of his/her selection. Candidates will debate the issue in class and engage classmates to participate in their points of view. The paper/debate will include APA citation from at least three scholarly journal articles, position statements from at least one ECE association, and other scholarly resources. Review great debate rubric folder (see **Course Document**) to ensure all required components are addressed.

**Due:** April 25

**(Standards A. 4; C. 1; D.1,2,3,4; E. 1,2)**

8. **Professional Dispositions (Checklist of Indicators)**

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.

**Course Requirements**

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

**Topical Course Outline**

1. Introduction to Instructional Leadership
2. Introduction to Teaching and Learning
3. Students
4. Learning
5. Motivation – Students
6. Teaching
7. Classroom Management
8. Assessing School Culture and Climate
9. School Reform and Change
10. Adaptive Leadership
11. Motivation Revisited School Personnel
12. Universal Preschool
13. Principled-Centered Leadership

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Activity/ Assignment Due</th>
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<tr>
<td>1/17</td>
<td>Introduction: Instructional Leader</td>
<td>Syllabus</td>
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<td>Intro to Teaching &amp; Learning</td>
<td>Hoy, Chapter 1, Owen, Chapter 1</td>
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<td>Students</td>
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<td>Hoy, Chapter 3,</td>
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<td>Shaw</td>
<td>Motivation - Students</td>
<td>Hoy, Chapter 4, Reflective Journal Test #1</td>
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<td>2/21</td>
<td>Teaching</td>
<td>Hoy, Chapter 5, Owen Chapter 4</td>
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<td>Hybrid</td>
<td>Classroom Management</td>
<td>Hoy, Chapter 6</td>
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<td>3/7</td>
<td>Assessing School Culture and Climate</td>
<td>Hoy, Chapter 8, pp299-326, Owen, Chapter 6</td>
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<td>Adaptive Leadership, Principled-Centered Leadership</td>
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<td>Instructional Leadership Project Reflective Journal</td>
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<td>3/28</td>
<td>Hybrid</td>
<td>Parent Workshop</td>
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<td>Owen, Chapter, 8 &amp; 9 Leadership Role Involving Parents and Colleagues Due</td>
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<td>Hybrid</td>
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<td>4/11-18</td>
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<td>Spring Break</td>
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<td>4/25</td>
<td>Shaw</td>
<td>Motivation Revisited – School Personnel, Great Debate</td>
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<td>Owen, Chapter 11, Reflective Journal The Great Debate Due Work Product Due Library Component</td>
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<td>5/2</td>
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<td>Final Exam</td>
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<td>Leadership Philosophy &amp; Goals due Exam</td>
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**Course Evaluation**

**Teaching Methods.** A variety of methods will be adopted, including lectures, class discussions/experiential activities, role-playing, guest speaker(s), action research, case study, peer observation, web-based technological applications that include email and distance learning.

**Grading.** Grading will be on a 100-point scale: 100-90 = A (Target); 89-80 = B (Acceptable); 79-70 = C (Acceptable); 69-60 = D (Unacceptable); Below 60 = F (unacceptable).

**Assignment Scale**

10%  Test #1  
10%  Test #2  
10%  Reflective Journal  
10%  Parent Project  
10%  Debate Project  
20%  Research Paper  
10%  Class participation  
20%  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 and James Edwards)**

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

Common rubrics to assess performance on assignments will be used. Performance at target, acceptable, and unacceptable levels will be assessed for all assignments. These rubrics are part of this syllabus and will be issued under separate cover.

**Journals and Periodicals Related to Early Childhood Education**

- Arithmetic Teacher
- Child Development
- Child Study Journal
- Childhood Education
- Children
- Children’s Literature in Education
- Children Today
- Developmental Psychology
- Education Digest
- Educational Leadership
- Elementary School Journal
- Exceptional Children
- Families of Society
- Harvard Educational Review
- Human Behavior
- Instructor
- Journal of Education
- Journal of Educational Research
- Journal of Family Issues
- Journal of Learning Disabilities
- Journal of Reading
- Language Arts
- Phi Delta Kappa
- Reading Research and Instruction
- Reading Research Quarterly
- Reading Teacher
- Science and Children
- Teaching PreK – 8
- Today’s Education
- Young Children
Bibliography


Class 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, critical thinking 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 Slip
Census Data Form
Rubrics