The Conceptual Framework Theme

The Conceptual Framework of the teacher preparation program in BK Education at Shaw University embodies the mission of the University and the Department of Education. It embraces evolving professional standards and the participation of the public school community in BK education.

In utilizing this model, the Birth through Kindergarten (BK) program promotes the development of selected skills, competencies, dispositions, and a specialized knowledge base of information to insure that all candidates are highly qualified educators at the completion of their program of study. Three (3) major standards are emphasized and assessed throughout the program. These three standards along with a brief descriptor are:

**The Competent and Effective Educator:** an educator who demonstrates holistically a knowledge base for birth through kindergarten education, professional dispositions, an appreciation for diversity, and the use of technology in instruction.

**The Critical Thinking Educator:** an educator who possesses a set of skills that includes the ability to distinguish between relevant and irrelevant information, recognize main points, assimilate information, make judgments, distinguish fact from opinion, evaluate sources of information, and recognize bias in sources and solutions.

**The Problem Solving Educator:** a reflective practitioner, who recognizes the problem, examines alternative solutions, selects the best solution, and applies the solution.

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.

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**Required Text**


Additional readings may be assigned in class

**General Course Description**

A close look at agencies and services for young children will be looked at in detail. Field trips to some agencies will be taken and guest speakers will come to discuss their programs. Students will learn how to use these services effectively and to promote the health and well being of young children and their families.
General Course Objectives

Upon completion of this course students will be able to:

1. Identify agencies that serve children and families.
2. Refer children and families to an agency that specifically fits their needs.
3. Demonstrate an understanding of the functions and services that are provided by agencies.
4. Demonstrate an understanding of how agencies are funded and are able to serve children and families.
5. Demonstrate knowledge of North Carolina agencies and national agencies.
6. Identify the characteristics of preschool children who could benefit from agencies.
7. Utilize all resources that can help promote the well being of young children and families.
8. Be an advocate for their students, young children, and families.
9. Work collaboratively and in a team oriented way with people to come to the best solution for children.

DELIVERY OF INSTRUCTION

The delivery of instruction encourages students to actively participate in dialogue, pose questions and share their own perspectives and views on various issues regarding programs for B – K. Written activities, reading assignments, case studies, technology and lectures serve as sources for much of the class dialogue. The activities involving field experiences are a vehicle to assist students to critically reflect and understand the relationship between theory and practice.

SPECIFIC NCDPI STANDARDS AND INDICATORS

Core Standards and Indicators

This course will address the following state competencies:

Core:

1.1 Teachers know the content appropriate to their teaching specialty.
1.4 Teachers know relevant applications of the content they teach.
2.2 Teachers use a variety of methods to teach students.
3.3 Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child’s development and personality. They understand how an individual’s belief system affects behavior.
5.3 Teachers use research in their classrooms.

Diversity:

1.1 Teachers select, evaluate and incorporate unbiased instructional materials.
2.1 Teachers seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities.
3.1 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.
6.2 Teachers provide equity and access to learning in the classroom.

Technology:
1.2 Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
5.3 Teachers apply technology to increase productivity.
5.4 Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6.3 Teachers identify and use technology resources that affirm diversity.

Birth – Kindergarten:
1.7 Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.
1.8 Know the range of appropriate technological applications available to children and families.
1.9 Understand the relationship between differing environmental or situational contexts and children’s actions.
2.3 Are knowledgeable of health appraisal procedures and referral processes.
2.4 Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children’s development and learning.
3.4 Understand the role of family as a partner in promoting the child’s development, sharing information, making decisions, and implementing and evaluating program plans for their child.
5.1 Collect and synthesize relevant assessment information that informs practice.
7.2 Use strategies and tools that encourage ALL young children’s problem solving, thinking skills, and developmental and social competence.
8.1 Create an environment that is reflective of the children in the classroom setting that honors diversity.
8.2 Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.
8.3 Are sensitive to and meet the individual needs of children and families with differing backgrounds, i.e. linguistic, culture, geographic, ethnic, and socioeconomic.
9.2 Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.
9.4 Communicate effectively with families from diverse backgrounds.
10.4 Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.
10.5 Serve in the role as advocate, consultant, collaborator, and team member.
COURSE REQUIREMENTS

This course engages students in thinking about current issues and trends in early childhood education through keeping a Reflective Teaching Portfolio. The course also helps students apply the theoretical base through cooperative learning group activities. All assignments should be included in an electronic portfolio as well as in a notebook binder. A copy of your Permission Slip (included in this syllabus) should be included in this portfolio. Assignments must be typed, using a 12 font. Assignments should include a cover page with the student’s name, date, assignment title, course number, and semester. Each assignment should be proofread and free of grammatical errors.

Exams. There will be mid-term and final exams based on class lectures, readings, and presentations. We will follow the University schedule for these exams. (Core: 1.4,
Birth-Kindergarten: 1.4; 1.11; 1.12; 2.5; 5.2)

2. Family Description (Drawing). Draw a picture of your family of origin. Using the Bronfenbrenner’s Ecological Systems Theory, write a two page description of your family of origin. (Core: 1.1, 1.4, 2.2, 3.3, 5.3, Birth – Kindergarten: 2.4, 3.4, 5.1, 7.2, 8.2, 10.4, 10.5 Diversity: 3.1 Technology: 1.2, 5.4)

3. Journal Article Reviews. Five research-based journal article reviews are required. Read and report on five current journal articles using the following Shaw University Department of Education format:
   A. Title of Article:
   B. Author(s):
   C. Journal:
   D. Synopsis:
   E. Subjects:
   F. Instrument:
   G. Findings:
   H. Implication/Application:
   I. Reaction:

   All journal articles must be attached to the article review. Each part in the format for article reviews (A-I) should be addressed. (Core: 1.4; 1.5; Technology: 1.4; Birth-Kindergarten: 1.4; 1.12; 1.14)

4. Select Readings. Selected readings will be assigned. (Standards: Master’s: C.1; D. 1, 2; Core: 5.1, Diversity: 1.4)

5. Parent Involvement Program. Visit a Parent Involvement Program other than your place of employment. Conduct an interview to determine what methods and activities are used to involve the parents in their agency. Review their agency parent policy and compare to your own school Parent Involvement Policy. In a two page typed paper, report your observations and interview and compare and
contrast policies of the two agencies or organization. (Core: 1.1, 1.4, 2.2, 3.3, 5.3, Birth – Kindergarten: 2.4, 3.4, 5.1, 7.2, 8.2, 10.4, 10.5 Diversity: 3.1 Technology: 1.2, 5.4)

6 Interagency Field Experience. Each student will select one agency or organization from a list of human services agencies provided and will arrange and complete one six-hour field experience at the agency or organization. A minimum of three visits is required. The assignment must be completed outside of your organization other than your place of employment. Prior to arranging the practicum with the agency or organization, each student will complete and submit a practicum proposal sheet for approval by the instructor. The students must keep a journal that documents the dates and hours spent in the field experience and detailed the activities the student observed and participated in during the field experience. The journal will describe examples of interagency collaborative practices and how these practices impact services and supports to young children and their families. (Core: 1.1, 1.4, 2.2, 3.3, 5.3, Birth – Kindergarten: 2.4, 3.4, 5.1, 7.2, 8.2, 10.4, 10.5 Diversity: 3.1 Technology: 1.2, 5.4)

7

8 Final Project: Case Study - Interagency Collaboration. Each student will conduct a case study that requires a visit to several community agencies to collect information regarding their services and how they can improve services for the case in question. You are required to write a one page summary on each site. (Core: 1.1, 1.4, 2.2, 3.3, 5.3, Birth – Kindergarten: 2.4, 3.4, 5.1, 7.2, 8.2, 10.4, 10.5 Diversity: 3.1 Technology: 1.2, 5.4)

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. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. Absences will lower your grade.

9 Library Component. The librarian from the Curriculum Materials Center will make a presentation to the class to help students with library skills. The presentation will include:

- How to write, using the APA style (Publication Manual of the American Psychological Association, 6th ed.)
- How to search databases to locate sources
- How to locate sources in the Curriculum Materials Center
- Tips on how to use Microsoft Word

To provide feedback on this library component, students will be asked to complete an evaluation form.
EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journal Articles (5)</td>
<td>25 pts</td>
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<tr>
<td>Family Drawing</td>
<td>10 pts</td>
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<tr>
<td>Case Study</td>
<td>15 pts</td>
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<tr>
<td>Parent Involvement Interview</td>
<td>10 pts</td>
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<tr>
<td>Field Experience w/ presentation</td>
<td>15 pts</td>
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<tr>
<td>Portfolio</td>
<td>15 pts</td>
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<tr>
<td>Final Exam</td>
<td>10 pts</td>
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</tbody>
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Grading Scale:  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69

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)

COURSE EXPECTATIONS

1. **Course Readings.** Hand-outs will be given to students to read in addition to the course text. It is expected that students will read the materials as assignments and tests will be based on the content of the hand-outs. It will be expected that you check your e-mail as some articles will be sent to your e-mail address.

2. **Attendance.** The class attendance policy of Shaw University is as follows:  
   
   Students are allowed as many unexcused absences as the number of times the course meets per week. For example, in a three-credit-hour course that meets three times per week, the student will be allowed three unexcused absences per semester.

   It is your responsibility to provide an explanation and a university excuse to the instructor. Absences not approved will lower your grade. One point for each unexcused absence will be deducted from the total of your final points.

3. **Tardiness.** You are expected to be on time. Points will be deducted for late arrivals and/or early departures.

4. **Written assignments and Projects.** All projects are expected to be completed and turned in by the assigned due date. Assignments turned in late will be accepted only if your instructor has been notified and agrees to the late submission.

5. **Tests.** If you miss a test, you must produce a university excuse. A day at the end of the semester will be scheduled for make-up tests.

6. **Cheating/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. The acts of Cheating and/or plagiarism will lead to receiving an “F” on the
assignment and the filing of a report with the Dean.

7 Classroom Decorum Expectations. 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 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.

IMPORTANT DATES TO REMEMBER
- Last day to drop courses without a grade:
- Final Exam:

TOPOICAL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/15/09</td>
<td>Introduction to class (classroom Chat)</td>
<td>History and Social Policies Shaping Practices with Children and Adolescents</td>
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<tr>
<td></td>
<td>Conceptual Framework</td>
<td>Read Chapter 1</td>
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<td>Home, School, and Community Influences on Children’s Lives</td>
<td>Complete all assignments Week One assignment folder.</td>
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<tr>
<td>1/25</td>
<td>History of Communities and Families</td>
<td>Interagency Proposal</td>
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<td>Journal Article #1</td>
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<td>Read Chapter 2</td>
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<td>Complete all assignments in Week Two assignment folder</td>
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<td>2/2</td>
<td>Culture, Children and Adolescents in Family Systems</td>
<td>Family Description/ Drawing with Report</td>
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<td>Read chapter 3</td>
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<td>Complete all assignments in Week Three assignment folder</td>
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<td>2/9</td>
<td>Contemporary Social Issues Affecting Children and Adolescents in Family Systems</td>
<td>Journal Article #2</td>
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<td>Read chapter 4</td>
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<td>Complete all assignments in Week Four assignment folder</td>
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<tr>
<td>Date</td>
<td>Assignment/Case Study</td>
<td>Notes</td>
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| 2/16   | Helping Children and Families                          | Case Study Discussions
Read chapter 5
Complete all assignments in Week Five assignment folder |
| 2/23   | Disabilities                                            | Journal Article #3
Read chapter 6
Complete all assignments in Week Six assignment folder |
| 3/2    | Responsibility                                          | Read chapter 7
Complete all assignments in Week Seven assignment folder |
| 3/9    | **Midterm Exam**                                       |                                                                      |
| 3/16   | Curriculum at Home                                      | Parent Involvement Program Interview
Read chapter 8
Complete all assignments in Week Eight assignment folder |
| 3/23   | Curriculum at School                                    | Journal Article #4
Read chapter 9
Complete all assignments in Week Nine assignment folder |
| 3/30   | Curriculum in the Curriculum                           | Journal Article #5
Read chapter 10
Complete all assignments in Week 10 assignment folder |
| 4/6    | Strategies for Working Together                         | Interagency Collaboration/Field Experience Presentations
Read chapter 11
Complete all assignments in Week Eleven assignment folder |
| 4/10 – 4/18 | **Spring Break**                                       |                                                                      |
| 4/20   | Models for Parent-School Community Partnership          | Read chapter 12
Complete all assignments in Week Twelve assignment folder |
| 4/27   | **Final Review**                                       |                                                                      |
| 5/7    | Final Exam                                              | Case Study Project/ Portfolio (final product)                         |
BIBLIOGRAPHY


Websites:
www.EarlychildEd.delmar.com
www.si.edu
www.vadm.org
www.hocm.org
www.cm;p.ucr.edu/Sundays
www.sanfrancisco.sidewalk.com