



College of Education
Department of Human Development and Quantitative Methodology
Spring 2019

EDHD424: Culture, School & Community: Contexts for Learning (PreK-3rd)

Professor: Dr. Doireann Renzi
Office Hour: By email appointment
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Course Meeting Time and Location:
Wednesday 10-12 in Benjamin 3236

Course Description: This course explores the development of the young child (with and without disabilities, as well as those at environmental risk) in the context of the family and community, with particular emphasis on the impact of state, federal and school system policy on the child's world. Based on the foundation of the Bioecological Theory of development and current research, the course will consider issues within the family, and the wider socio-cultural ecology that relate to the child's ability to develop and learn. In addition, students will develop strategies for respectful and culturally responses approaches to actively engage families in their children's development and learning. Includes field experience.

Course Objectives:

Upon successful completion of the course the student will:

1. Have participated in opportunities for self-exploration and growth in order to understand how one's personal experiences, self-concept, values and attitudes affect one's teaching style and interactions with children and families.
2. Be aware of and sensitive to familial issues that influence development, learning, and social interactions including family variables (ethnicity, religion, family composition, culture, disabilities, home language, and socio-economic status) and socio-cultural variables (poverty, child care, violence, and parenting).
3. Have explored the role and impact of community on the child's ability to develop and learn (community schools, supports and activities)
4. Have examined the impact of federal, state (to include child care licensing), and school system policies on children, families, childcare and schools.

Required Readings:

All required readings are placed on ELMS unless otherwise listed below with the accompanying link. Please check ELMS weekly to ensure you are keeping up with the readings.

U. S. Department of Education (2013). *Building the Legacy: IDEA 2004, Part B and C*.
<http://idea.ed.gov>

National Conference of State Legislatures. (December 2015). Summary of Every Student Succeeds Act, Legislation Reauthorizing the Elementary and Secondary Education Act.
http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf

- Brown, E. (2012). D.C. schools set new achievement targets for students by race and income. The Washington Post. http://www.washingtonpost.com/local/education/student-achievement-targets-vary-by-race-income-in-dc-and-many-states/2012/09/18/3b306568-fd13-11e1-8adc-499661afe377_story.html
- David, A. C. & Harris, H. R. (2014). DC Criticized for management of homeless. The Washington Post. http://www.washingtonpost.com/local/dc-politics/dc-criticized-for-management-of-homeless-shelter/2014/03/28/01deb750-b69f-11e3-a7c6-70cf2db17781_story.html
- de Vise, D. (2008). Nearby Schools, Worlds Apart: Md. Counties Show Contrast in Resources. The Washington Post. <http://www.washingtonpost.com/wp-dyn/content/article/2008/02/25/AR2008022502735.html>

Course Requirements:

Each student is expected to:

1. Be an **active participant** in in-class discussions and activities.
2. Adhere to requirements articulated in the “**Course Expectations**” section of this document.
3. Utilize Bloom’s Taxonomy to **engage in and demonstrate critical thinking** in the writing of all course assignments to include incorporation of prior knowledge from other EDHD courses taken prior to and during this semester.
4. **Complete all reading assignments** as per course schedule and read at least one current news article (related to children, families, child care or education) EACH week. Students are expected to bring articles to class to share with their peers.
5. Explore the impact of growing up in one’s **Family of Origin**—directions attached. NAEYC 1, 2, 6, CEC 1, 2,6, 7
6. Attend a local **Board of Education Meeting** (with prior approval students may choose to attend a Maryland Legislative session/hearing **OR** a Congressional hearing instead). CEC 6, 7, NAEYC 2, 6
7. Complete a **Family Interview** —directions attached. CEC 1, 2, 6, 7, NAEYC 1-3, 6
8. **Final Project/Exam**—directions attached. NAEYC 1, 2, 4, 6, CEC 1, 6, 7
9. **Completion of Field Placement Requirements (5%)**
The field placement is connected to your learning in every course and critical to your development as a teacher. You will be evaluated on the following components of the field placement:
 - **Attendance** (as recorded on the attendance log signed by your mentor and submitted at the end of the semester)
 - **Record-Keeping** (timely submission of all required paperwork related to field placements, including field placement agreement, attendance log, placement information form, student evaluations of placement, etc.)
 - **Mentor Evaluations** (scores on final evaluation completed by Mentor)
 - **Reflections** (3-5 reflections assigned by and submitted to seminar professor)
 - **Field Placement Seminar** (attendance and participation in two seminars throughout the

semester).

Grading Standards

Participation	5%
Field Placement Requirements	5%
Exploration of family of origin	10%
Family Interview	15%
In-class assignments	20%
Summary of School Board Meeting	10%
Final Group Research Project/Exam	<u>35%</u>
TOTAL	100%

Final Letter Grades

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
		F	59 and below

Please note that final grades will be calculated based on the numerical boundaries listed above and will not be altered at the end of the year.

Course Expectations

Participation: Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in-class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

Mobile Phones: Out of respect for your peers and the course instructor all students are expected to refrain from using mobile devices and phones to talk, text, message, etc. during class. In the event it is essential to have your phone "on", students are expected to discuss this with the instructor.

Laptops: Laptop/tablet use is not acceptable in class. This is to facilitate group participation and the provision of safe and respectful discussion spaces. Lectures will be posted online right after class and numbered to facilitate any necessary note taking.

Late Papers: All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the

assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and *furnish documentary support* for their assertion that absence resulted from one of these causes." If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor at least 2 weeks in advance of the due date.

Extra Credit: All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

Requirements for all Assignments

Papers failing to adhere to the criterion articulated as follows will be returned with a grade of "0" (zero).

1. All papers **must** be **typewritten, double spaced**, with **1-inch standard margins, 12-point font size**, include **headings and sub-headings** and be written according to **APA format**, including references, **without exception**.
2. When a student's writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.
3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students' papers.
4. Students should refer to <http://library.curtin.edu.au/referencing/apa.html> for information on APA (American Psychological Association) format.
5. **The weight (percentage of the total grade) allocated for each component** of an assignment is to be viewed as an **indicator of the depth expected for each section**. Hence, the section(s) with the most points should be the sections, which receive the most attention.
6. Students are expected to **include course content** (lectures, discussions, readings, etc.) into **every paper/analysis**.
7. Any paper that requires identifying information should have the child's (children's) name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

Requirements for in class assignments: Students must work cooperatively with their randomly assigned group members in order to answer a series of questions relating to class material. Discussion is the key measurement for these assignments. Respect for all points of view and group members must be upheld. The answers are turned in at the end of class for the instructor's review.

Email Communication: Students are reminded that email communication is the best way to raise a concern with the instructor in order to facilitate record keeping. The instructor will respond within 48 hours of receiving the email. Emails about assignments sent the night before

the assignment are unlikely to get addressed in time so please reach out at least 3 days prior to assignment due dates with any issue.

Group Work: At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, respect, mindfulness, compassion, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified if there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

UNIVERSITY CLASS POLICIES

Students are responsible for reviewing all course related policies found at the link below.

<http://www.ugst.umd.edu/courserelatedpolicies.html>

EDHD424 Course Schedule

<i>Date</i>	<i>Topic</i>	<i>Readings and Assignment Due Dates</i>
January 30	Introductions and course overview	
February 6	Overview of Ecological Systems Model Microsystem: Defining family	Read: <u>An Attainable Global Perspective</u> – Hanvey article Submit: Final Project topic request
February 13	Gathering Information: Communication and Interviewing Families	Read: <u>Culturally Responsive Classrooms Article</u> - Cartledge & Kourea article Submit- Family of Origin paper (*MSGE)
February 20	Mesosystem: Supporting the child in the family context (e.g., family engagement, formal/informal communication strategies, etc.)	In-class assignment – review microsystem
February 27	Mesosystem: Supporting the child in the family context (e.g., family engagement, formal/informal communication strategies, etc.)	Read: <u>de Vise, D. (2008). Nearby Schools, Worlds Apart: Md. Counties Show Contrast in Resources</u> . The Washington Post.
March 6	Exosystem: Community support systems	Upload Research Paper as Google Document and send link to Dr. Renzi and your assigned group by 5 :00 PM In-class assignment – review mesosystem
March 11	Complete assigned peer edits using the Google Doc and send completed rubric to your assigned group by 7 PM	
March 13	Fostering Wellbeing in the Classroom (the codependence of the systems)	In-class assignment – review exosystem
March 15	Submit-Part I of Final Project (in hard copy): Group Research Paper to Course Instructor by 4:00. (*MSGE)	
March 20	No Class - Spring Break – Have fun!	
March 27	Macrosystem: Racism in America	Read: <u>White Fragility article</u> – Robin DiAngelo Submit- Reading List of Children’s books and Draft of children’s book
April 3	Macrosystem: Racism in America	Read: <u>Brown, E. (2012). D.C. schools set new achievement targets for students by race and income</u> . The Washington Post. Submit- Family Interview Paper and be prepared for small group, in-class presentations. (*MSGE)
April 10	Macrosystem: Federal, State and Local Education Policies	Read: ESSA and IDEA summaries In-class assignment - Macrosystem
April 17	Macrosystem: Federal, State and	Read: <u>David, A. C. & Harris, H. R. (2014). DC Criticized for</u>

Date	Topic	Readings and Assignment Due Dates
	Local Education Policies	management of homeless . The Washington Post.
April 24	Culture and the Child: The center of the systems	Submit- Board of Ed/meeting paper (*MSGE)
May 1	No Class - full week in placements - Good Luck!	
May 8	Presentations	Formalwear - encouraged Reading from flashcards - discouraged
TBD	Final exam/project submissions	

*MSGE- Major Scheduled Grading Events

Professional Standards and the College of Education Conceptual Framework

National Association for the Education of Young Children (NAEYC) (See Appendix A)

- NAEYC Standard 1: Promoting Child Development and Learning
- NAEYC Standard 2: Building Family and Community Relationships
- NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
- NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
- NAEYC Standard 6: Becoming a Professional

Council for Exceptional Children

CEC Standard 1: Learner Development & Individual Learning Differences

CEC Standard 2: Learning Environments

CEC Standard 3: Curricular Content Knowledge

CEC Standard 4: Assessment

CEC Standard 5: Instructional Planning and Strategies

CEC Standard 6: Professional Learning & Ethical Practices

CEC Standard 7: Collaboration

The Interstate Teacher Assessment and Support Consortium (INTASC) (See Appendix B)

THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

College of Education Conceptual Framework (See Appendix C)

Knowledge of:

- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology

Alignment of Standards/COE Framework with Course Assignments

Standards/Framework		Board of Education	Family of Origin	In-class assignments	Family Interview	Final Project
NAEYC	NAEYC Standard 1: Promoting Child Development and Learning		X		X	X
	NAEYC Standard 2: Building Family and Community Relationships	X	X		X	X
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families				X	
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families					X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)					
	NAEYC Standard 6: Becoming a Professional	X	X	X	X	X
CEC	CEC Standard 1: Learner Development & Individual Learning Differences		X	X	X	X
	CEC Standard 2: Learning Environments		X	X	X	X
	CEC Standard 3: Curricular Content Knowledge					
	CEC Standard 4: Assessment					
	CEC Standard 5: Instructional Planning and Strategies			x		
	CEC Standard 6: Professional Learning & Ethical Practices	X	X	X	X	X
	CEC Standard 7: Collaboration	X	X	X	X	X
InTASC	1. Learner Development		X	X		X
	2. Learning Differences		X	X		X
	3. Learning Environments		X	X	X	X
	4. Content Knowledge					
	5. Application of Content			X	X	
	6. Assessment			X		
	7. Planning for Instruction					
	8. Instructional Strategies			X		X
	9. Professional Learning and	X	X	X	X	X

Standards/Framework		Board of Education	Family of Origin	In-class assignments	Family Interview	Final Project
	Ethical Practice					
	10. Leadership and Collaboration	X		X	X	X
CoE Framework	Knowledge of:					
	Subject Matter					
	Pedagogy			X		X
	Learners		X	X		X
	Curriculum					X
	Educational Goals & Assessment			X	X	
	Social and Cultural Contexts	X	X	X	X	X
	Technology					X

Exploring your Family of Origin

Children bring their family experiences to school with them, just as teachers bring their family experiences to teaching. Therefore, it is important for teacher candidates (UM students) to explore their personal/childhood experiences in order to gain a sense of who they are, how they became that person, and how those experiences are likely to influence the teachers they will become.

If any of these questions cause stress, upset, or are triggering in any way, please email the instructor immediately in order to discuss an appropriate way to make up a component of this assignment.

Barbour, Barbour & Scully (2010) identified crucial roles contemporary families have to perform, which are articulated below. Each student is to reflect on those roles and answer the guiding questions accompanying each category. Whenever and wherever possible, students are encouraged to ask their family members for input into how each of these roles was fulfilled.

Emotional support (10 pts.)

- Describe the emotional support you received throughout your child.
- Where did most of your emotional support come from? In what form(s)?
- How did the support you received influence the person you are today?
- Other relevant information?

Economic support (10 pts.)

- Describe your lifestyle throughout your childhood.
- How did your economic standing impact your Hierarchy of Needs?
- Other relevant information?

Socialization (10 pts.)

- How were you socialized? By whom? At what point(s) in your life?
- Other relevant information?

Values and Beliefs (10 pts.)

- What are your core values?
- What are your core beliefs?
- Who or what had the greatest influence on what you value most? Why? How?
- Who or what had the greatest influence on what you believe? Why? How?
- Describe how your beliefs regarding gender were influenced by your early socialization experiences?
- Other relevant information?

Ethnic and Cultural Identity (10 pts.)

- What is your ethnic background? When did you come to know this?
- Describe your culture(s). When did you come to know this?
- How important is your ethnic background to you? Why?
- How important is your culture to you? Why?
- Have you ever experienced discrimination based on your ethnicity or culture?
- Other relevant information?

Continued →

Exploring your Family of Origin (continued)

Educational Underpinnings (10 pts.)

- What role did your family have in your learning?
- What role did your family have in your education?
- On a scale of 1-10, with 10 being highest, how important was education in your family?
- How does your family feel about your desire to be a teacher of young children?
- Did your family's beliefs about education reflect the value your community placed on education? Explain.
- Other relevant information?

Parenting Style (10 pts.)

- Based on Baumrind's Classifications identify, with justification, the parenting style you experienced as you were growing up.
- How did that style affect the person you are today? The teacher you will become? The parent you may be, if you become a parent at some future point?

Personal or Familial Challenges (10 pts.)

Reflect back on a challenge (e.g., health issue, diagnosis of a disability, job loss, etc.) faced by a family member, your entire family or yourself (you are not expected to provide details about the challenge).

- Briefly summarize how your family responded to the challenge.
- Summarize any life lessons you may have taken from that experience.
- Summarize how the experience will influence who you are as a teacher.

The **final section** of the paper must consist of the following and serve as a summary of the previous sections:

- In one page, thoroughly and thoughtfully describe **who you are**. (10 pts.)
- In one page, thoughtfully describe **what from your personal/childhood experiences will accompany you into the classroom and why**. (10 pts.)

Guidelines for paper:

Students are to answer the guiding questions accompanying each of the aforementioned roles. **Headings and sub-headings**, aligned with the roles, **must** be utilized. However, questions can be answered in narrative or response form.

Family Interview

Each student is required to identify a family of a child who has or is at risk for disabilities. The child must be between three and eight years of age and the family should be *from a culture different her/his own*. This interview will be open-ended and students must audio-record it. The purpose of this interview is to learn about the process the family went through as they learned about their child's special needs and went through the process of obtaining services for them. **An interview guide will be distributed in class to scaffold you through this process.** Following the interview, students must write an interview summary, which includes the following components (see attached rubric):

- a. Description of the child (child's age; description of the factors that place this child's development at risk; medical history; diagnosis if he/she has one; current developmental functioning in each domain; family descriptions of child's strengths and needs);
- b. Description of the family (including cultural background and how it is different from your own, family structure; number of people in the family; who lives in the house; number and age of siblings);
- c. Describe the services the child is currently receiving and any services they are seeking;
- d. Description of family's experience with service providers (e.g. medical professionals, therapists, day care providers, school or program professionals);
- e. Family strengths, concerns, priorities that emerge during the interview;
- f. Your impressions of the ways the family has been affected at multiple levels of the system (based on the theoretical models we discuss in class);
- g. Critique of your own interview style (based on listening to your own recording of the interview). Consider the things we discuss in class (e.g. how you asked questions and prompted at appropriate times to encourage the family to further elaborate, the extent to which you used active listening and other strategies learned in class.
- h. Personal reflections about your reactions to the interview

1. Family Presentation.

Each student is required to make a brief oral presentation about the family they interviewed (10 minutes) within a small group of peers. The presentation should include a description of:

- a. The child and family;
- b. Issues raised by the family,
- c. The families priorities and concerns and needs,
- d. Themes that emerged from family interviews
- e. Local, state and national resources that might benefit the family;
- f. Suggestions about ways in which service providers might effectively support the family.

Come to class prepared to describe your family and work with group to identify common themes.

Rubric for General Family Interview

	No/Limited Evidence	Beginning	Developing	Meets Criterion
Description of Child NAEYC 3 CEC 1	Provided no or limited information on the child ____ 0 pts.	Provided 1-2 of the following: age, gender, ethnicity, developmental risk factors, medical history, current developmental functioning and other relevant information. ____ of 1 pt.	Provided 3-4 of the following: age, gender, ethnicity, developmental risk factors, medical history, current developmental functioning and other relevant information. ____ of 2-3 pts.	Provided 5-6 of the following: age, gender, ethnicity, developmental risk factors, medical history, current developmental functioning and other relevant information. ____ of 4-5 pts.
Description of Family NAEYC 2 CEC 2	Provided no or limited information on the family ____ 0 pts.	Provided 1-2 of the following: cultural background; how family is different from your own; family structure; number of people who live in family and/or household; who lives in family and/or household; number and age of siblings; presence of disabilities or health care needs of others in household ____ 1 pts.	Provided 3-4 of the following: cultural background; how family is different from your own; family structure; number of people who live in family and/or household; who lives in family and/or household; number and age of siblings; presence of disabilities or health care needs of others in household; other additional relevant information ____ of 2-3 points.	Provided 5-6 of the following: cultural background; how family is different from your own; family structure; number of people who live in family and/or household; who lives in family and/or household; number and age of siblings; presence of disabilities or health care needs of others in household; and additional relevant information. ____ of 4-5 points
Services child is receiving or seeking CEC1, 2, 5	Did not include Information about services ____ 0 pts	Very brief information about services received or seeking (e.g. indicates that child receives P.T. but no detailed information) ____ 1 pt.	Provides some information about services but description leaves questions or lacks clarity ____ 2 points	Provides thorough information regarding services received or seeking, needs, frequency of existing services, etc. ____ 3 points
Family experiences with service providers (e.g., educators, school or program experiences, day care, providers, medical professional). NAEYC 2 CEC 2, 6, 7	No description of family experiences ____ 0 pts.	Provided vague description of family experiences with service providers ____ 1 pt.	Provided some description of family experiences with service providers but leaves out some relevant details ____ of 2 -3 pts.	Provided a <i>detailed description</i> of family experiences with service providers including examples and description of any issues that the family had with service providers. ____ 4-5 pts.

	No/Limited Evidence	Beginning	Developing	Meets Criterion
Family strengths, concerns, and priorities that emerge during the interview NAEYC 2,3 CEC 5, 6, 7	Did not provide indication of family strengths, concerns and priorities ___ 0 pts.	Included 1 of the required 3 elements (e.g., family strengths, concerns, priorities) OR provide vague information for 2 or all. ___ 1-2 points	Included 2 of 3 elements (family strengths, concerns, priorities) OR addressed all with limited detail, ___ 3-5 pts.	Described all three of the required elements (family strengths, concerns, and priorities) in detail ___ 6-7 pts.
Description of ways that family has been affected at various levels of the ecological system (based on theoretical issues discussed in class). NAEYC 2 CEC 2, 7	No integration of ecological system in interview report ___ 0 pts.	Provided description of how family has been affected on at least one level of the system OR provides limited information on at least two levels but with limited detail, interpretation and analysis ___ 1-2 pts.	Provided description of how family has been affected at 3-4 levels of the ecological system OR provides limited information at all levels but with limited detail, interpretation or analysis. ___ of 3-5 pts	Provides thorough description of issues at all levels of the ecological system and demonstrates well-integrated ability to apply theoretical model to practical issues faced by families. ___ of 6-7 pts
Self-reflective critique of own interview style CEC 6, 7	No self-reflective critique included ___ 0 pts	Brief reflections included with no integration of course material and limited discussion of what student has learned from assignment ___ 1-3	Some self-reflection and critique of interview processes and what student has learned from conducting the interview. ___ 4-6 pts.	Substantial self-reflective critique with substantial linkages to course material and extensive reflections of what student has learned from conducting the interview. ___ 7-10 pts.
Comments:				

Board of Education Meeting OR Legislative Session

Each student is to attend either a Board of Education Meeting **OR** a Maryland Legislative session/hearing **OR** a United States Congressional (House of Representatives or Senate) hearing on an issue related to children, families, child-care, or education. Please note students do not have to attend a Board of Education meeting in the school system where they are completing their field placement, although if possible, students are encouraged to do so.

Board of Ed meetings are typically held monthly and not always after the typical workday. Therefore, finding a meeting that fits your schedule can be challenging. In order to ensure successful completion of this assignment, it will be ***imperative that the student inquires about local meetings during the first week of the semester. Students who are unable to attend a meeting by the assignment deadline will not be given an extension and will receive a grade of "0".***

- Obtain a **notice** (available online) of the meeting/hearing. For a list of forthcoming sessions in the U.S. Congress go to <http://thomas.loc.gov> and look under "Current Activity", for Board of Education Meeting go to the schools system website. **(5 pts.);**
- Obtain a copy of the **agenda** for a Board of Ed meeting OR a copy of the Legislative bill (available online at <http://thomas.loc.gov>) for a U.S./State Legislative session/hearing **(5 pts.);**
- Take **notes** of the discussion/testimony during the meeting/session and include as an appendix in your final paper **(5 pts.);**
- Obtain **articles** about the session/hearing/meeting in the newspaper and online printed the next day/week (submit all articles found in your search). In writing address **(5 pts.):**
 - Where and when you searched for articles.
 - Whether or not the newspaper article aligned with your perception of what occurred? Why or why not? How or how not?
 - The implications of the media coverage that exists or does not exist regarding this meeting/hearing.
 - How constituents will or won't be informed of the meeting/hearing and any outcomes?
- **Meeting Discussion (Knowledge)**---Provide a typed **summary** of meeting content **(15 points):**
 - The nature and content of the discussion,
 - Attendees (representative of constituents, ethnic and language diversity, etc.),
 - Active participants in the process (representative of constituents, ethnic and language diversity, etc.),
 - The collegiality or hostility of those directly involved,
 - The consensus/dissension among key members during and after of the discussion,
- **Meeting Process and Appropriateness for Constituents (Comprehension and Application)**—Examine the overall impact of the meeting/hearing decisions/discussion on children, families, teachers and/or child care providers **(25 points)** The following should be addressed:
 - How the meeting was run (overall climate)
 - Whether or not there was true discussion of agenda items, valid questioning and listening
 - Whether or not decisions were made as the result of voting. If not, then how?
 - Which item(s) got the most attention/discussion and by whom.
 - Who attended and who didn't attend, paying particular attention to the demographics of those in attendance and those who are not present.
 - Implications of who was and wasn't there.

- Whether or not there were non-English speaking attendees. Whether or not there were translators present.
 - Whether or not those making decisions truly represented all the families and children they've been elected to represent.
 - Why some attendees might not have come. Why those who came did so.
 - How those who weren't in attendance will/won't learn about the content and outcomes of the meeting.
- **Learnings from the experiences (Analysis, Synthesis & Evaluation)—(Note--This is the most heavily weighted and important section of this assignment.)** Provide a ***very thorough and thoughtful*** discussion of what was learned from this experience utilizing prior course knowledge and **critical thinking to support your points/discussion.** (40 points).
 - **Submit all (including your written notes) of the above as per the course schedule.**

Rubric for Board of Education Paper

Name:

	No Evidence	Beginning	Developing	Meet Criterion
Organization/ presentation of information	Document is poorly organized or presented _____ 0 pts			Document is neatly organized, in the prescribed order , with a Table of Contents, heading and sub-headings , housed in a thin binder/folder _____ of 5 pts
Meeting Notice	Document not included _____ 0 pts			Included notice of meeting/hearing _____ of 2 pts
Meeting Agenda	Document not included _____ 0 pts			Included the agenda _____ of 1 pts
Meeting Notes	Document not included _____ 0 pts			Included the notes taken during the meeting/hearing _____ of 3 pts
Media Coverage	No media coverage included/ addressed _____ 0 pts	Only included/addressed 1/5 _____ 1-2 pts	Only included/addressed 3/5 _____ 3-4 pts	Obtained articles, indicated where searched for coverage, addressed alignment of coverage with perceptions, briefly addressed implications of coverage and briefly addressed constituent awareness _____ of 5 pts
Meeting Discussion	Document does not include a summary	Briefly summarized all of the facets of the meeting or only 1 or 2 of the 5 required facets of the meeting	Summarized all of the facets of the meeting or only 3 of the 5 required facets of the meeting	Thoroughly summarized: The nature and content of the discussion, Attendees (representative of constituents, ethic and language diversity, etc.), Participants in the process (representative of constituents, ethic and language diversity, etc.), The collegiality or hostility of those directly involved,

	No Evidence	Beginning	Developing	Meet Criterion
	_____ 0 pts	_____ 1-4 pts	_____ 5-9 pts	The consensus/dissension among key members during and after of the discussion. _____ 10-15 pts
The Meeting Process	No information included _____ 0 pts	Cursory summary of the meeting process or only 1 of the 5 required facets of the meeting _____ 1-2 pt.	Summary of the meeting process or only 2 of the 4 required facets of the meeting process presented _____ 3-7 pts	Thoroughly summarized: How the meeting was run (overall climate); Whether or not there was true <u>discussion</u> of agenda items, valid questioning and listening; Whether or not decisions were made as the result of voting. If not, then how? Which item(s) got the most attention/discussion and by whom. _____ 8-10 pts
Appropriateness of Meeting for Constituents	Did not answer the questions _____ 0 pts	Cursory summary of the meeting process or only 1-3 required facets addressed in the response _____ 1-4 pt.	Summary of the meeting process or only 4 of the 6 required facets addressed in the response _____ 5-9 pts	Thoroughly summarized: Who attended and who didn't attend, paying particular attention to the demographics of those in attendance and those who are not present; Implications of who was and wasn't there; Whether or not there were non-English speaking attendees; Whether or not there were translators present; Whether or not those making decisions truly represented all the families and children they've been elected to represent; Why some attendees might not have come. Why those who came did so; and How those who weren't in attendance will/won't learn about the content and outcomes of the meeting.

	No Evidence	Beginning	Developing	Meet Criterion
				_____ 10-15 pts
Learnings from the experiences	Did not share learnings _____ 0 pts	Briefly discussed what was learned from this experience _____ 1-14 pts	<ul style="list-style-type: none"> Discussed what was learned from this experience utilizing prior course knowledge and <u>critical thinking to support your points/discussion.</u> _____ 15-29 	Provided a <u>very thorough and thoughtful</u> discussion of what was learned from this experience utilizing prior course knowledge and <u>critical thinking to support your points/discussion.</u> _____ 30-40 pts
Comments				
Grade _____				

Group Final Project

Part I: Research Paper (45 points)

- Meet with your group of 4-5 class members.
- **Research** one of the following topics (topic assignments will occur in class): same sex families, homelessness, school shootings, child abuse & neglect, cultural reinforcement of gender norms, cultural reinforcement of racial norms, death within a family or parental divorce.
 - **Focus your research on what children and families experience when the identified variable is a part of their lives or who they are!!** Research must rely on research journal articles, relevant CEC/NAEYC standards, and CEC/NAEYC position statements as references.
- Write a 15-20 page **research paper** on your topic. Papers must be research based (the majority of references drawn from professional journals in the field of child development and education), and adhere to APA style (**35pts**). **Note**—Each student must sign the beginning and ending of the section she contributed to the paper.

- 1st draft of the research paper will be posted as a Google document **no later than 5:00PM on March 6th** for peer feedback. Once the Google document is created one member of the group will be responsible for sending the invitation to the Google document to each of their assigned peers AND the course instructor.
- Each group member will do a critical review/editing (according to the criteria for the research paper and writing requirements for EDHD424) of the assigned groups' research paper utilizing the Google doc **by 7:00PM on March 11th** (5 points for the editing).
- Peer edits will be incorporated into the final draft of the paper which will be submitted in hard copy **by 4:00 PM on March 15th** to course instructor.

Part II: Children's Book (35 points)

- Utilizing what you have learned in EDHD 424 as well as other EC/ECSE classes, write and illustrate (clip art and all other mediums are acceptable) an **original children's book**, (draft **due March 27th**) utilizing your research findings, on your issue 25 pts.
 - The goal of the book is to inform an age appropriate small/large group of children about your topic. Some topics will require more creativity than others, but all topics can be addressed in a respectful, proactive and positive manner.
- Using the engagement techniques (e.g. book walks, hypothesizing, questioning, etc.) learned in your other literature and reading classes, each person is to read the book to an **age appropriate** (as determined by the depth and scope of your book) group of children. **The book does not have to be read at your placement site (and should not be if the content is not age appropriate).**
- Each person is to write a paper which describes the children read to, the setting in which she read the story, how she introduced the topic/book and summarizes what was learned from this assignment, to include (but not limited to) how the children reacted to the topic and the book, how you would introduce this topic in your own classroom and with a different age group of children. **NOTE**Students who read their book to an inappropriate age group of children will not receive credit for this part of the assignment (10 pts.**).**

Part III: Final Exam/Presentation (20 pts.)

- As a group prepare and present a **15 minute PowerPoint presentation**, which **summarizes the research literature** on your topic thoroughly enough that your classmates will feel well informed by the content of your presentation (**an outline of the Power Point presentation of 2 slides per page must be submitted to the course instructor just prior to the presentation**).
 - Read your book (which must be scanned or photographed into a PPT presentation so your peers can see the illustrations/text) to the class and conclude your presentation by sharing **a SUMMARY (versus individual experiences) of group members' experiences** both introducing your topic and reading your book to a group of children.

Peer Evaluation of Group Presentations

Presentation Topic/Title:

Date:

Your Name:

Rating Scale: 5=Excellent 4=Good 3=Fair 2=Poor 1=Very weak/uninformative

Organization	Comments	Rating
Effective introduction		
Main Points were clear		
Perspective of child presented		
CEC and NAEYC Standards addressed		
Presentation well organized		
Reviewed main points		
Content		
Well researched (multiple, credible sources)		
Clear Explanation of Points		
Helpful examples		
Communication		
Extemporaneous delivery (talking vs. reading of material)		
Interesting and Engaging		
Helpful visual aids		
Presentation Score		/60

What did you learn from this presentation?

What will take from the presentation into your classroom?

What suggestions do you have for the speakers for future presentations?

Adapted from: https://www.hawaii.edu/gened/oc/informative_peer_eval.htm and <http://www.colorado.edu/Economics/courses/mobarak/eval.pdf>

EDHD 424 Group Project

Names:

Topic:

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Part I. Research Paper (45 pts) CEC 1, 2,5,6,7 NAEYC 1,2,6	No paper submitted ___ 0 pts.	A research paper that that provides a cursory overview of the topic ___ 5-10 pts.	A research paper that demonstrates an effort to examine the topic. ___ 10-15 pts.	A research paper that demonstrates an effort to thoroughly present objective information on the topic. ___ 15-20 pts.
	Sources are not cited. ___ 0 pts.	The paper is a summary of secondary sources from the research literature in the fields of child development, education, or policy. ___ 1-3 pts.	The paper is a summary of primary and secondary sources from the research literature in the fields of child development, education, or policy. ___ 4-6 pts.	The paper is a summary of primary sources from the research literature in the fields of child development, education, or policy. ___ 7-10 pts.
	Language and language usage is inappropriate ___ 0 pts.	Language and language usage are often not appropriate for a professional, education-oriented audience. ___ 1 pt.	Language and language usage are often, but not exclusively, appropriate for a professional, education-oriented audience. ___ 2-3 pts.	Language and language usage (to include grammar and spelling) throughout the paper are appropriate for a professional, education-oriented audience. ___ 4-5 pts
	APA writing style is not used ___ 0 pts.	Use of APA writing style in body of the document or the reference list ___ 1 pt.	Use of APA writing style throughout the body of the document or reference list ___ 2-3 pts.	Consistent use of APA writing style throughout the body of the document and reference list ___ 4-5 pts
Peer Review	Did not participate in the peer editing process ___ 0 pts.	Provided edits to the Google doc and scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc OR scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc and scored the rubric based on the criterion ___ 4-5 pts
Peer Review	Did not participate in the peer editing process ___ 0 pts.	Provided edits to the Google doc and scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc OR scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc and scored the rubric based on the criterion ___ 4-5 pts
Peer Review	Did not participate in the peer editing process	Provided edits to the Google doc and scored the rubric based on the criterion	Provided substantive edits to the Google doc OR scored the rubric based on the criterion	Provided substantive edits to the Google doc and scored the rubric based on the criterion

	No/Limited Evidence	Beginning	Developing	Meet Criterion
	___ 0 pts.	___ 2-3 pts	___ 2-3 pts	___ 4-5 pts
Peer Review	Did not participate in the peer editing process ___ 0 pts.	Provided edits to the Google doc and scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc OR scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc and scored the rubric based on the criterion ___ 4-5 pts
Peer Review	Did not participate in the peer editing process ___ 0 pts.	Provided edits to the Google doc and scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc OR scored the rubric based on the criterion ___ 2-3 pts	Provided substantive edits to the Google doc and scored the rubric based on the criterion ___ 4-5 pts
Part II: Children's book (35 pts) CEC 1, 2, 5, 6, 7 NAEYC 1,2,4, 5, 6	Book has incorrect information ___ 0 pts.	Children's book is based on "common knowledge" rather than research. ___ 1-2 pts.	There is some evidence content is research-based. ___ 3-6 pts.	The content of the children's book is derived from the research literature on the topic. ___ 7-10 pts.
	No evidence of prior course content ___ 0 pts.	The text reflects inclusion of only 1 of the following: children's literature/reading, cultural differences and child development. ___ 1 pt.	The text reflects inclusion of only 2 of the following: children's literature/reading, cultural differences and child development. ___ 2-3 pts	The text/content reflects inclusion of prior course instruction on children's literature/ reading, cultural differences and child development. ___ 4-5 pts
	Inappropriate for young children ___ 0 pts.	The text neglects to directly address the issue/topic ___ 1-2 pts.	The text informs children of the topic and is age appropriate. ___ 3-6 pts.	The text fully informs children of the topic and is age appropriate ___ 7-10 pts.
	Described 3 or less of the criterion ___ 0- 3 pts.	Individual paper describes 4 of the following 8 criterion: the children read to, the setting in which she read the story, how she introduced the topic/book and summarizes what was learned from this assignment, to include (but not limited to) how the children reacted to the topic and the book, how you would introduce this topic in	Individual paper describes 6 of the following 8 criterion: the children read to, the setting in which she read the story, how she introduced the topic/book and summarizes what was learned from this assignment, to include (but not limited to) how the children reacted to the topic and the book, how you would introduce this topic in your own	Individual paper describes: the children read to, the setting in which she read the story, how she introduced the topic/book and summarizes what was learned from this assignment, to include (but not limited to) how the children reacted to the topic and the book, how you would introduce this topic in your own classroom and with a different age group of children.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
		your own classroom and with a different age group of children. _____ 4- 6 pts.	classroom and with a different age group of children. _____ 5- 7 pts.	_____ 8-10 pts
Part III: Final Exam/Presentation 20 pts. CEC 1, 2,5,6,7 NAEYC 1,2,6	A poorly organized presentation _____ 0 pts	Organization: (included 1 of the following) Introduction provided an overview of presentation, main Points were clear and the presentation well organized _____ 1 pt.	Organization: (included 2 of the following) Introduction provided an overview of presentation, main Points were clear and the presentation well organized. _____ 2-3 pts	Organization: Introduction provided an overview of presentation, main Points were clear and the presentation well organized _____ 4-5 pts.
	Content addressed 1 or no criterion. _____ 0 pts.	Content (addressed 1 of the following 4 criterion) Highlighted key research findings in the literature, provide the child’s perspective, referenced applicable NAEYC and CEC standards, and summarized main points _____ 2-4 pts.	Content (addressed 2 of the following 4 criterion) Highlighted key research findings in the literature, provide the child’s perspective, referenced applicable NAEYC and CEC standards, and summarized main points _____ 5-7 pts.	Content Highlighted key research findings in the literature, provide the child’s perspective, referenced applicable NAEYC and CEC standards, and summarized main points _____ 8-10 pts.
	None of the criterion included _____ 0 pts.	Communication (1 of the following 3) Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ 1 pt.	Communication (2 of the following 3) Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ 2-3 pts.	Communication Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ 4-5 pts.
Comments:				
/100				

Rubric for Peer Evaluation of Research Paper

Topic of Research Paper:

Name of Evaluator:

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Part I. Research Paper (45 pts) CEC 1, 2,5,6,7 NAEYC 1,2,6	No paper submitted _____	A research paper that that provides a cursory overview of the topic _____	A research paper that demonstrates an effort to examine the topic. _____	A research paper that demonstrates an effort to <i>thoroughly present objective information</i> on the topic. _____
	Sources are not cited. _____	The paper is a summary of secondary sources from the research literature in the fields of child development, education, or policy. _____	The paper is a summary of primary and secondary sources from the research literature in the fields of child development, education, or policy. _____	The paper reflects a <i>critical review and integration of primary sources</i> from the research literature in the fields of child development, education, or policy. _____
	Language and language usage is inappropriate _____	Language and language usage are often not appropriate for a professional, education-oriented audience. _____	Language and language usage are often, but not exclusively, appropriate for a professional, education-oriented audience. _____	<i>Language and language usage</i> (to include grammar and spelling) throughout the paper are appropriate <i>for a professional, education-oriented audience</i> . _____
	APA writing style is not used _____	Use of APA writing style in body of the document or the reference list _____	Use of APA writing style throughout the body of the document or reference list _____	Consistent use of <i>APA writing style</i> throughout the body of the document and reference list _____
Comments and suggested improvements				

Appendix A
NAEYC Initial Standards for Certification

NAEYC Standard 1: Promoting Child Development and Learning
1a. Demonstrates knowledge and understanding of young children’s characteristics and needs
1b. Demonstrates knowledge and understanding of the multiple influences on development and learning
1c. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

NAEYC Standard 2: Building Family and Community Relationships
2a. Demonstrates knowledge about and understanding of diverse family and community characteristics
2b. Demonstrates support for and engagement of families and communities through respectful, reciprocal relationships
2c. Demonstrates involvement of families and communities in their children’s development and learning

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3a: Demonstrates an understanding of the goals, benefits, and uses of assessment
3b: Knows about and uses observation, documentation, and other appropriate assessment tools and approaches
3c: Understands and practices responsible assessment to promote positive outcomes for each child
3d: Formulates assessment partnerships with families and with professional colleagues

NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
4a: Understands positive relationships and supportive interactions are the foundation of his/her work with children
4b: Demonstrates knowledge and understanding of effective strategies and tools for early education
4c: Uses a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflects on his/her own practice to promote positive outcomes for each child

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)

5a: Demonstrates knowledge and understanding of content area and relevant resources

5b: Demonstrates knowledge and understanding of the central concepts, inquiry tools, and structures of each content area.

5c: Uses his/her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

NAEYC Standard 6: Becoming a Professional

6a: Identifies and involves oneself with the early childhood field

6b: Demonstrates knowledge of and upholds ethical standards and other professional guidelines

6c: Engages in continuous, collaborative learning to inform practice

6d: Integrates knowledgeable, reflective, and critical perspectives on early education

6e: Engages in informed advocacy for children and the profession.

Please see the **2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs** for a complete explanation of all the standards and key elements. Standards can be found at http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2_012.pdf

CEC Initial Preparation Standards 2012

1. CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals must understand how exceptionalities interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for exceptionalities.

2. CEC Initial Preparation Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. CEC Initial Preparation Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. CEC Initial Preparation Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5. CEC Initial Preparation Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

6. CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. CEC Initial Preparation Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.