



College of Education and Human Development

Early Childhood Education Program
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ECED 691.001 Policy Perspectives in Early Childhood Education (3:3:0)
Fall 2015
Thursdays, 7:20 pm – 10:00 pm
Thompson L014

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ECED 591 Course Description

Explores historical and current trends and issues involving legislation and policy in early childhood education, multilingual education, early childhood special education, and multicultural education. Focuses on historical role of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education. Provides understanding of continuum of services and context of service delivery.

Prerequisite: Admission to the Early Childhood Education program or approval of course instructor

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, project-based learning, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:

1. Describe the legislation and policy-making process related to culturally, linguistically, and ability diverse young children and their families; Describe the continuum of services and the fiscal and regulatory context of service delivery at the local, state, and national levels; Describe the administrative aspects and legal mandates for early childhood programs;

2. Analyze a current policy issue related to the lives of culturally, linguistically, and ability diverse young children and their families.
3. Describe the historical role of social advocacy and the role of educators in advocating for young children to ensure equity and access in service delivery; Identify characteristics of advocates/leaders and analyze own leadership skills; Plan and implement an appropriate awareness/advocacy/leadership response.
4. Demonstrate the ability to implement actions through collaboration and consultation with professional peers and staff.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Levine, S. (2008). *School lunch politics: The surprising history of America's favorite welfare program*. Princeton, NJ: Princeton University Press.

Odom, S. L. (2002). *Widening the circle: Including children with disabilities in preschool programs*. New York, NY: Teachers College Press.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic Books.

Rose, E. (2010). *The promise of preschool: From Head Start to universal pre-kindergarten*. New York, NY: Oxford University Press.

Zigler, E., Gilliam, W., & Barnett, W. S. (2011). *The pre-k debates: Current controversies and issues*. Baltimore, MD: Brookes.

Recommended Texts

Anyon, J. (2014). *Radical possibilities: Public policy, urban education, and a new social movement*. New York, NY: Routledge.

Additional Reading Materials

To be posted on Blackboard

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class and on-line.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979> Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Reading Journal	Multiple (10 total)	20
Learning Clusters	Multiple (10 total)	10
Dialogue Groups	Multiple (10 total)	10
Broad Topic/Critical Issue Project	Multiple (5 total)	45
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Reading Journal (20 points)

This assignment applies to assigned specific readings that are a part of the Learning Cluster/Dialogue Group and readings for the Broad Topic/Critical Issue Group.

- For the **Learning Cluster/Dialogue Group**, students will be divided into groups called Learning Clusters and assigned specific readings. Prior to the face-to-face class, each student will complete a reading journal entry based on the group's assigned readings. Students should bring hard or electronic copies of their reading journals to class for their **Learning Cluster/Dialogue Group** (see below).
- For the **Broad Topic/Critical Issue Group**, individual students will identify a policy paper or study related to the broad topic or critical issue that is a minimum of 25 pages

long and comes from a source with credibility in that topic/issue area. Prior to the group meeting, students will complete a reading journal entry based on the paper the student selected.

Each student will provide a written response to questions about readings on the **Reading Journal Form** (see below) and post responses to Blackboard. Entries must thoughtfully respond to all questions, be well-written, in complete sentences, and in accordance with APA (6th Ed.).

Learning Clusters (10 points)

Learning Clusters and Dialogue Groups (see below) will constitute a large part of the face-to-face class meetings. Students assigned to each Learning Cluster will read the same material, as assigned by the instructor. Each learning cluster will meet at the start of class. The goal for each Learning Cluster is to discuss the assigned readings and your **Reading Journal entry** to share your thinking, learning, and to review any questions. During each designated class, each student in each Learning Cluster will complete the **Learning Cluster Summary Form**, available at the end of the syllabus. Learning Cluster Summary Forms are designed to assist students in facilitating topic discussions in the Dialogue Groups.

Dialogue Groups (10 points)

Dialogue Groups are intended to be safe spaces for students to come together to understand varying viewpoints on a critical policy issue. Students in each Learning Cluster will be assigned to different Dialogue Groups, arranged to a) “bring together many voices, stories, perspectives”, b) engaged in “shared inquiry, exploration, and discovery”, c) practice “deep listening that fosters respect and understanding”, and d) participate in the “shared meaning-making and co-construction of knowledge” (Pruitt & Thomas, 2007, p. 23). Dialogue Groups will provide an opportunity for students to share a perspective on a critical policy issue, engage in authentic dialogue with peers who have read differing perspectives on the same issue, synthesize all viewpoints on the issue, explore broader implications for policy and the potential impact on culturally, linguistically, and ability diverse young children and their families.

Each week, students will rotate through the following roles in their Dialogue Groups: *facilitator*, *recorder*, *timekeeper*, *reporter*, and *process observer*. The *facilitator* will assume responsibility for leading the dialogue session, guiding the group members through the process and ensuring the process remains authentic (e.g., everyone is heard, group remains on topic). The *recorder* will take notes, complete the **Dialogue Group Synthesis Summary** with input from the group, and submit the summary on BB immediately following class. The *timekeeper* will help the group stay within the allotted timeframe. Following Dialogue Group meetings, the class will participate in a whole class discussion. During whole class discussions, it will be the *reporter's* responsibility to share key points and understandings related to both the dialogue topics (e.g., themes, conclusions) and the process. While the reporter will take the lead during whole class discussion, all group members are expected to participate. Finally, in the last five minutes of the Dialogue Group, the *process observer* will lead a general discussion about the evening's dialogue, the fidelity of the process, and areas of strength and improvement. During this discussion, each group member will complete the **Dialogue Group Reflection and Debrief** and submit it to the instructor.

Broad Topic/Critical Issue Project (This is the Performance Based Assessment for this course)

A major portion of the grade for this course involves a team project-based learning assignment that covers a broad policy topic area and a team-identified critical issue related to culturally, linguistically, and ability diverse young children and their families. Within the first week of class, students will select a broad topic to be the focus of a project-based learning assignment designed to learn about the various components of policy. The topics are:

- **ESEA – Achievement Gap**
 - Focus: The Elementary and Secondary Education Act (ESEA) commonly referred to as No Child Left Behind (NCLB) is set for reauthorization. What are the requirements for schools to measure and compare the performance of minority, low income, and special education students? What has been happening as more schools have been identified as “needing improvement? What changes is Congress proposing? What are the implications?
- **ESEA & McKinney-Vento Act – Families**
 - Focus: Title I of NCLB specifies rights for families whose children attend high-poverty schools; Title VII of the McKinney-Vento Act includes the Education of Homeless Children and Youth Programs. What are the rights of families and children? What changes are being considered? What are the implications?
- **ESEA – Bilingual Education**
 - Focus: Title VII of NCLB provides grants for the education of “English Language Learners”. What do the regulations say are the rights of children and families under this provision? What are the various proposals being considered as a part of the reauthorization? What are the implications of at least one proposal?
- **IDEA – Inclusion**
 - Focus: The Individuals with Disabilities Education Act requires that children receiving special education services be educated in the “least restrictive environment”. What provisions of the regulations support inclusion? How is this working/not working in practice? What else may be needed?
- **IDEA – Behavior**
 - Focus: Studies have indicated that young children have the highest rates of expulsion; and that African American, Latino and students in special education are disproportionately suspended and expelled. What does IDEA require in discipline, suspensions, and expulsion? What are the provisions that can lead to more positive supports for disruptive behavior? What are more promising options?
- **Head Start**
 - Focus: Head Start began as a part of the “War on Poverty” and offered empowerment opportunities for families. What rights do the regulations still provide for families? How do practices promote or discourage parent leadership?
- **Health & Wellness**
 - Focus: The National School Lunch/School Breakfast Programs and local school wellness policies. How do local school wellness policies promote student wellness and prevent and reduce childhood obesity? What types of components do they tend to include (e.g., school wellness champions, school gardens, etc.)? Which have a track record of success?

(Topics may be added or deleted depending on the final class enrollment.)

Over the course of the semester, working individually and as a collaborative team, students will become novice policy analysts in their broad topic. Teams will be required to meet in-person or via Blackboard Collaborate. These meetings offer a time for the team to check-in and plan, along with an opportunity to discuss and gain a deeper understanding of the broad topic and issue. Additional time will be required for team collaboration, wiki-review, and individual student work on this project.

Critical Issue/Argument (45 total points): Teams will select and frame a critical issue related to the broad topic. After determining an issue of interest that is relevant to culturally, linguistically, and ability diverse children and families, the team will develop an issue brief (see example): <http://www.frameworksinstitute.org/workshops/educationnation/>.

As the semester progresses, teams can refine or reframe this issue to garner broad understanding and agreement. As a team, students will build a case to support the issue. Each student is responsible for completing all of the activities. (LO = Learner Outcome)

- **LO1/A1: Research (16 points)**
 - Research the enacted and/or proposed legislation and/or regulations
 - Identify and appropriately cite at least 2 facts that strongly support the critical issue/argument (at least two citations per student in APA format).
 - Subscribe to at least one listserv related to the topic
 - Locate at least 2 primary organizations that provide credible information about your critical issue
 - Identify 2 policy papers or studies related to the topic or critical issue (minimum of 25 pages and from a source with credibility in that topic/issue area). Complete a reading journal for each resource (reading journals will be scored under that assignment).
 - Post at least 3 current news stories on wiki (Team will develop schedule for postings at first team meeting.)
- **LO1/A2: Statistics (1 point)**
 - Team will locate or develop a data table or graph from existing statistics.
- **LO2/A1 & A2: Issue Brief & Abstract (6 points)**
 - Write an overview of the issue (Issue Brief) describing its relevance to diverse young learners and their families.
 - Prepare a comprehensive, yet concise, Abstract of issue brief.
- **LO2/A3: Stories/Interviews (3 points)**
 - Interview and gather a story from a family, student, administrator, or community activist affected by this issue and create a compelling story highlighting the importance of this issue (transcript approximately 300 words),
- **LO2/A4: Counter Argument (3 points)**
 - Locate and appropriately cite at least 1 fact that is a strong counter-argument for this issue; write a rebuttal to this argument.
- **LO3/A1: Opinion/Advocacy (3 points)**
 - Each student will draft a sample letter to a decision-maker or letter to the editor supporting the team's argument.

- **LO4/A1: Group Presentation – Articulation of Issue and Quality of Content (13 points)**
 - Groups will deliver a presentation, as if addressing their target audience, in which they provide an overview of the issue. These points will be based on the strength of the team’s argument, and data collected and curated by the team. They will describe its relevance to diverse young learners and their families. They will share an illustrative example (from their interviews of a family, student, administrator, or community activist affected by this issue) that highlights the importance of the issue. One of the goals of the assignment is for teams to work well as a team and mutually strengthen individual student contributions. Teams will include a discussion of lessons learned about the issue and allow for time for questions from the class. Visuals are encouraged. Groups are advised to time presentations. Groups will provide each class member and the instructor a copy of the Executive Summary from their Issue Brief.

691 Course Schedule and Topics

	Topic	Readings	Assignments Due
Week 1 September 3	Class introductions Review syllabus Why study policy / learn advocacy? Role of education in democracy Sign up for Broad Topic that most interests you	<i>Advocating for Young Children: A Preservice Teacher Education Project</i> (on Black Board)	
Week 2 September 10	Policy Process Historic Factors Affecting Education Legislation vs. Litigation Current Policy Context, Challenges, and Opportunities Emerging Issues and Trends Policy Focus: Preschool	ALL – Zigler, Gilliam & Barnett, Ch 1, <i>State of Preschool 2013 Executive Summary</i> Group A – Rose, Ch 1 Group B – Rose, Ch 2 Group C – Rose, Ch 3 Group D – Rose, Ch 4 Group E – Rose, Ch 5	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief
Week 3 September 17	Preschool Policy Policy Focus: Targeted vs. Universal Preschool	ALL – Zigler, Gilliam & Barnett, Ch 34 Group A – Zigler, Gilliam & Barnett, Ch 3 Group B – Zigler, Gilliam & Barnett, Ch 4 Group C – Zigler, Gilliam & Barnett, Ch 5 Group D – Zigler, Gilliam & Barnett, Ch 6 Group E – Zigler, Gilliam & Barnett, Ch 7	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief Email or speak to professor about topic selection Subscribe to 1 relevant listserv
Week 4 September 24	High Quality Personnel Policy Focus: Teacher Credentials vs. Competencies and Supports	ALL – <i>Early et al (2007)</i> ; Zigler, Gilliam & Barnett, Ch 13, 14 Group A – Zigler, Gilliam & Barnett, Ch 8 Group B – Zigler, Gilliam & Barnett, Ch 9 Group C – Zigler, Gilliam & Barnett, Ch 10 Group D – Zigler, Gilliam	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief Identify 2 supporting facts Locate 2 primary

		& Barnett, Ch 11 Group E – Zigler, Gilliam & Barnett, Ch 12	organizations
Week 5 October 1	School Choice and Public School Debate Documentary: <i>Waiting for Superman</i> Policy Focus: Comprehensive School Choice	ALL – Ravitch, Ch 1, Epilogue Group A – Ravitch, Ch 2 Group B – Ravitch, Ch 3 Group C – Ravitch, Ch 7 Group D – Ravitch, Ch 8 Group E – Ravitch, Ch 11	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief
Week 6 October 8	Access and Funding Policy Focus: Public Preschool Debate	ALL – TBD Group A – TBD Group B – TBD Group C – TBD Group D – TBD Group E – TBD	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief Identify 2 policy papers or studies & complete a reading journal for each
Week 7 October 15	Influencing Policy Leadership Qualities Policy Focus: Family, Peer, and Community Advocacy Midpoint Evaluations	ALL – TBD Group A – TBD Group B – TBD Group C – TBD Group D – TBD Group E – TBD	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief Post 3 current news stories on wiki
Week 8 October 22	The Power of Data Policy Focus: Accountability and Outcomes, ECSE Policy	ALL – TBD Group A – Booher- Jennings (2005) Group B – Spencer (2001) Group C – Weiner (2001) Group D – Elmore & Burney (1998) Group E – TBD	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief Locate or develop a data table or graph from existing statistics on topic
Week 10 October 29	Inclusion Policy and Practice Policy Focus: Including Young Children with	ALL – Gupta (2012); Odom et al. (2012), <i>DEC Inclusion Position Statement</i> Group A – Odom, Ch. 1, 2	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary

	Disabilities	Group B – Odom, Ch. 3, 4 Group C – Odom, Ch. 5, 6 Group D – Odom, Ch. 7, 8 Group E – Odom, Ch. 9, 10	Dialogue Group Reflection and Debrief Critical Issue Interviews/Stories Transcript
Week 11 November 5	Mental Health and Challenging Behaviors Policy Focus: Preschool Suspension and Expulsion	ALL – <i>Vinh (2011)</i> Group A – Whitted (2013) Group B – Perry et al. (2007) Group C – Green et al. (2006) Group D – Gilliam & Shahar (2006) Group E – TBD	DUE: Reading Journal Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief Critical Issue Brief & Abstract
Week 12 November 12	Health and Wellness Documentary: <i>Two Angry Moms: Fighting for the Health of America's Children</i> Policy Focus: The National School Lunch/School Breakfast Programs and local school wellness policies.	ALL – <i>Krauss & Barnett (2013)</i> ; Levine, Introduction, Ch 1 Group A – Levine, Ch 2 Group B – Levine, Ch 3 Group C – Levine, Ch 4 Group D – Levine, Ch 7 Group E – Levine, Ch 8	DUE: Reading Journal + Article Learning Cluster Summary Dialogue Group Synthesis Summary Dialogue Group Reflection and Debrief Critical Issue Counter Argument
Week 13 November 19	Health and Wellness (continued) Work on presentations in class	ALL – TBD Group A – TBD Group B – TBD Group C – TBD Group D – TBD Group E – TBD	DUE: Critical Issue Advocacy Letter
November 26	Happy Thanksgiving!		NO CLASS
Week 14 December 3	Group Presentations		DUE: Critical Issue Project Group Presentations
Week 15 December 10	Group Presentations Summary – What's Next For You? Final Evaluations		DUE: Critical Issue Project Group Presentations

**Schedule subject to change based on class needs at discretion of instructor*

***Additional readings may be added*

Reading Journal

Date and Topic: _____

APA reference for assigned reading (please be sure to include page numbers)

1. What problem or question does the reading address?

2. What is the main argument?

3. What are the main ideas and concepts presented?

4. What evidence is offered in support of the position taken (examples, credible, relevant)?

5. What are the counter-arguments to the ideas/concepts presented?

6. What conclusions are reached?

7. What are the broader implications?

8. How does this topic/issue impact culturally, linguistically, and ability diverse young children and their families?

Learning Cluster Summary

Date and Topic: _____

Assigned Reading(s): _____

1. List your shared understanding of the main ideas and concepts.
2. List shared conclusions.
3. List shared implications
4. List shared questions about this topic or issue.
5. List/brainstorm relevance to diverse young learners and their families.
6. Relevance to your personal practice?

Dialogue Group Synthesis Summary
(Recorder must submit to BB at the end of class)

Date: _____ Topic: _____

Readings Discussed

Participants and Roles

Facilitator:

Timekeeper:

Recorder:

Reporter:

Process Observer:

Other:

1. What themes emerged across the readings (main ideas and concepts?)

2. What did you learn?

3. Perceived impact on diverse learners and their families?

4. What are the broader implications?

5. List points of agreement.

6. List points of disagreement.

7. List questions or additional information needed.

Critical Issue/Argument Project Rubric

Learner Outcomes	Exceeds Criteria (3 points)	Meets Criteria (2 points)	Partially Meets Criteria (1 point)	No Evidence (0 points)
1. Describe the legislation and policy-making process related to culturally, linguistically, and ability diverse young children and their families; Describe the continuum of services and the fiscal and regulatory context of service delivery at the local, state, and national levels; Describe the administrative aspects and legal mandates for early childhood programs;	Extensively researched the enacted and/or proposed legislation and/or regulations for a critical issue under the broad topic you chose;	Thoroughly researched the enacted and/or proposed legislation and/or regulations for a critical issue under the broad topic you chose;	Partially researched the enacted and/or proposed legislation and/or regulations for a critical issue under the broad topic you chose;	Provided no documented evidence.
	Identified and appropriately cited more than 2 facts that strongly supported the critical issue/argument (more than two citations in APA format);	Identified and appropriately cited at least 2 facts that strongly supported the critical issue/argument (at least two citations in APA format);	Identified and appropriately cited 1 fact that strongly supported the critical issue/argument (one citation in APA format);	Provided no documented evidence.
	NA	NA	Subscribed to at least one listserv related to the topic;	Provided no documented evidence.
	Located more than 2 primary organizations that provide credible information about the issue;	Located at least 2 primary organizations that provide credible information about the issue;	Located 1 primary organization that provides credible information about the issue;	Provided no documented evidence.
	NA	NA	Located or developed a data table or graph from existing statistics.	Provided no documented evidence.
	Identified more than 2 policy papers related to topic and wrote a reading response for each paper.	Identified 2 policy papers related to topic and wrote a reading response for each paper.	Identified 1 policy paper related to topic and wrote a reading response for the paper.	Provided no documented evidence.
	Posted more than 3 current news stories on topic on wiki.	Posted 2 current news stories on topic on wiki.	Posted 1 current news story on topic on wiki.	Provided no documented evidence.
2. Analyze a current policy issue related to the lives of culturally, linguistically, and ability diverse	Wrote an extraordinary overview of the issue describing its relevance to diverse young	Wrote a comprehensive overview of the issue describing its relevance to diverse young	Wrote a minimal overview of the issue describing its relevance to diverse young learners and their	Provided no documented evidence.

young children and their families.	learners and their families;	learners and their families;	families;	
	Prepared a comprehensive, yet concise, Executive Summary of issue brief;	Prepared a comprehensive Executive Summary of issue brief;	Prepared a minimal Executive Summary of issue brief;	Provided no documented evidence.
	Extensively interviewed and gathered a story from a family, student, administrator, or community activist affected by this issue and created a compelling story highlighting the importance of this issue;	Interviewed and gathered a story from a family, student, administrator, or community activist affected by this issue and created a compelling story highlighting the importance of this issue;	Interviewed and gathered a story from a family, student, administrator, or community activist affected by this issue and created a story highlighting the importance of this issue;	Provided no documented evidence.
	Located and appropriately cited more than 1 fact that builds a strong counter-argument for this issue and wrote a illuminating rebuttal to this argument.	Located and appropriately cited at least 1 fact that is a strong counter-argument for this issue and wrote a convincing rebuttal to this argument.	Located and appropriately cited at least 1 fact that is a strong counter-argument for this issue and wrote a minimal rebuttal to this argument.	Provided no documented evidence.
3. Describe the historical role of social advocacy and the role of educators in advocating for young children to ensure equity and access in service delivery; Identify characteristics of advocates/leaders and analyze own leadership skills; Plan and implement an appropriate awareness/advocacy/leadership response.	Drafted a well written and extremely persuasive sample letter to a decision-maker or letter to the editor supporting the team's argument.	Drafted a well written and persuasive sample letter to a decision-maker or letter to the editor supporting the team's argument.	Drafted a sample letter to a decision-maker or letter to the editor supporting the team's argument.	Provided no documented evidence.
4. Demonstrate the ability to implement actions through collaboration and	Delivered an extremely informative and engaging presentation in	Delivered an informative and engaging presentation in which the group	Delivered a presentation in which the group presented an argument related to	Provided no documented evidence.

consultation with professional peers and staff.	which the group presented a strong argument related to the issue based on data collected by the team;	presented a strong argument related to the issue based on data collected by the team;	the issue based on data collected by the team;	
	Masterfully described issue's relevance to diverse young learners and their families by sharing one story or illustration;	Described issue's relevance to diverse young learners and their families by sharing one story or illustration;	Minimally described issue's relevance to diverse young learners and their families by sharing one story or illustration;	Provided no documented evidence.
	Included a cohesive discussion of lessons learned about issue;	Included a discussion of lessons learned about issue;	Included a minimal mention of lessons learned about issue;	Provided no documented evidence.
	NA	Worked as a cohesive team and mutually strengthened individual student contributions;	NA	Provided no documented evidence.
	NA	Competently answered questions at the end of presentation	NA	Provided no documented evidence.