Sam Houston STATE UNIVERSITY

ECHE 4088: Workshop in Early Childhood Leadership and Advocacy
Fall, 2017

ECHE 4088 is a required course for the BS/INST/ECHE Degree and is an elective in multiple programs

College of Education,
Department of Language, Literacy & Special Populations

Instructor:
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Office hours:
Monday/ Wednesday, 1:30 – 3:00 Huntsville
Tuesday, 4:00 – 5:30 Woodlands
Other times, online and by appointment

Class Format: Online
Class day and time: Online throughout the fall semester
Class location: Online – Due dates are Saturdays at midnight.

Course Description: This course is a workshop in Early Childhood Education. The topic this semester focuses on Early Childhood Leaders. Discussion of various leadership roles that early childhood professional hold in the school and community. This 45 hour workshop will include 45 hours of Professional Development in the area of Leadership and Advocacy needed by administrators of Early Childhood Programs.   Prerequisite: 30 hours. Credit 3.

Textbook:
Required:
Biddle, J. K. (2012). *The Three Rs of Leadership: Building Effective Early Childhood Programs Through Relationships, Reciprocal Learning, and Reflection*. Ypsilanti, MI: HighScope Press.
Child Care Exchange, (2016). *The Art of Leadership: Leading Early Childhood Organizations*. Redmond, WA: Exchange Press.

Course Objectives: The following objectives will be met during this course.
Students will be able to:
- Identify, define and explain leadership in early childhood programs
- Develop plans for effective communication among staff and parents
- Use knowledge of how children learn and develop, to create/support opportunities that support children's physical, cognitive, and social and emotional development,
- Discover information about the early childhood programs in each student's local area.
- Create a network of individuals to support and develop quality programs in early childhood education.
- Demonstrate how to support teachers/students/parents and the community to make

informed judgments about appropriate education for young children.

- Review of current ECHE legislative issues and changes.
- Plan for advocacy of Early Childhood Education Programs and Issues

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at the following links http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/ECHE%204088.pdf

Course Content Matrix:

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards This course is NOT designed to meet the requirements of Texas Teacher certification NAEYC Standards DDP NETS Conceptual Framework ACEI Standards
Identify, define and explain leadership in early childhood programs	Class discussions Written paper on leadership styles Self-reflection paper	Leadership Paper Discussion Boards Self-reflection	1a, 1b, 1c, 2c, 4a, 4c, 6a, 6b, 6c, 6d, 6e, 1, 6, 10 5 CF1, CF3, 1, 3.5, 5.1, 5.2
Develop plans for effective communication among staff and parents	Class discussions Communication newsletter or form of information Staff development presentation	Discussion Boards Communication Document Staff Development plan	4a. 4b. 4c. 4d. 6a, 6b, 6c, 6g, 6e 1, 3, 4, 6, 5 CF1, CF3 1, 3.5, 5.1, 5.2
Use knowledge of how children learn and develop, to create/support opportunities that support children's physical, cognitive, and social and emotional development,	Discussions DAP paper Critique of early childhood program and DAP Staff Development presentation	Discussion Boards DAP critique Staff Development plan	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e 9 5 CF1, CF3 1, 3.5, 5.1, 5.2
Discover information about the early childhood programs in each student's local area.	Community review	Discussion Boards Community Review	2a, 3 d, 6a, 6e, 1, 3, 10 5 CF1, CF3 1, 3.5, 5.1, 5.2
Create a network of individuals to support and develop quality programs in early childhood education.	Community review	Discussion Boards Community Review	2a, 3 d, 6a, 6e, 1, 3, 10 5 CF1, CF3 1, 3.5, 5.1, 5.2

Demonstrate how to support teachers/students/parents and the community to make informed judgments about appropriate education for young children.	Critique of early childhood programs Community review	Discussion Boards Community Review DAP critique	2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e 1, 3, 10 5 CF1, CF3 1, 3.5, 5.1, 5.2
Review of current ECHE legislative issues and changes.	Review of Literature/policy paper	Discussions Paper on Advocacy Issues	6a. 6c. 6d. 6e 1 5 CF1, CF3 1, 3.5, 5.1, 5.2
Plan for advocacy of Early Childhood Education Programs and Issues	Advocacy paper	Discussions Advocacy paper	6a. 6c. 6d. 6e 1 5 CF1, CF3 1, 3.5, 5.1, 5.2

Standards
Required Program Standards (SPA – ACEI) http://www.acei.org/programs-events/ncate.html
NAEYC standards:
http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm
State Standards/Competencies for certification
http://www.tea.state.tx.us/index2.aspx?id=5938
Diversity and Disposition Proficiencies
Conceptual Framework Alignment CF—Conceptual Framework Indicator
ISTE NETS*S Technology Standards (for technology integrated curriculum)
NETS*S – ISTE NETS Technology Standards for Students

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).

Important: : Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course/Instructor Requirements:

Late assignment policy: Assignments are expected to be submitted no later than midnight on due date noted on the course calendar. Late assignments will result in point deductions. (One-point deduction after 12:00 and an additional point per day, if it is submitted after the due date). Assignments can be submitted early. If submitted and graded, revisions are not allowed without instructor initiated request.

Time requirement: This is a 3-hour credit course. Each week the student will spend 3 hours a week in class (online) and an additional 4-9 hours a week reading, studying, and preparing for the class.

Attendance policy: Each class session is important to your understanding of the course content. This course is 3 hours in length. Students are to log on and read/review materials weekly. Failure to log in during a week will count as 3 hours of absence. **20 points** are deducted for **each week** of absence beyond the initial 3 hours (initial week of absence).

Assignments and grading: Work is to be submitted electronically to the appropriate drop box. All grading criteria/rubrics will be provided when the assignment is introduced. Attach a grading rubric to the end of each assignment you wish graded. If there is no rubric, a 1-point deduction will result.

TK20 Account **is required for this course:**
Tk20 Account **is NOT** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

SHSU Online and Blackboard Information: All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. **Microsoft Office** is the preferred operating system for opening and creating documents (PowerPoints and Word documents). **Feedback will be provided using "track changes" - all markup.**

Course Outline

Assignments
- Discussion Board – 8 @ 10 points each – 80 points
- Content Quiz – 2 @ 25 points each – 50 points
- Leadership Paper – 20 points
- Self-Reflections – 2 @ 10 points each – 20 points
- Communication Document – 40 points
- Staff Development Plan – 50 points
- DAP Critique – 40 Points
- Community Review – 30 points
- Advocacy Review Paper – 30 points
- Final Reflection – 30 points

Grades: The course is based on a 400 point scale.
A=93% and above   B=80-92%   C=70-80%   D=60-70%   F= below 60%

372-400 = A   320 – 371 = B   280-319 = C

240 – 279 = D   Below 240 = F

Class Date	Topics/Required Readings **Blue highlighted titles – The Three Rs of Leadership Text** **Yellow highlighted titles – The Art of Leadership Text** **Gray highlighted titles are posted on BlackBoard**	**New Assignments**	**Assignment Due Dates** **-**Due during this week – must be submitted prior to midnight on Saturday Assignments MAY be turned in early
Week 1 Aug. 23 - 26	Class expectations & Assignments *Overview of Early Care and Education and Program Administration* (BlackBoard Article) *What has 14 hands* (BlackBoard Article) *Chapater 1 - Introduction* - pg 3-5 Three Rs Text	Syllabus and assignment schedule uploaded Discussion Board #1 opens	Read and bring in a copy of syllabus
Week 2 Aug. 28- Sept. 2	What is Leadership? *Being a Boss* – pg 8-16 The Art of Leadership *Heart-centered Leadership* – pg 17 – 20 The Art of Leadership *Leadership Matters* – pg 21-25 The Art of Leadership Chapter 2 – Becoming a Leader – pg 7-18 – Three Rs Texs.	Self-Reflection Paper #1 uploaded	Discussion Board #1 **10 points**
Week 3 Sept 3 – 9 Labor day holiday is during this week	Becoming a Leader Chapter 3 – *Being In Relationship* – pag 19-39 Three Rs Text *Effective Leadership Behaviors for Child Care Administrators* – pg 26-29 The Art of Leadership *Spreading the Wealth* pg 34-36 – The Art of Leadership	Discussion Board #2 opens	**Self-Reflection Paper #1** **10 points**

Week 4 Sept. 10-16	Purpose, Core Values of Programs *Identify the Program's Core Values, Developing Its Vision and Mission statement and Planning Program Evaluation* (BlackBoaard Article) *So You're the Director* – pg 38-40, The Art of Leadership *The Art of Leadership* – pg 41 – 44 The Art of Leadership	Leadership paper uploaded Community review uploaded DAP Critique uploaded	Discussion Board #2 **10 points**
Week 5 Sept.17-23	Policies and Procedures: Tools to Ensure Your Program's Smooth Operation – (BlackBoard Article)	Discussion Board #3 opens Advocacy Paper uploaded	
Week 6 Sept. 24-30	*Texas Child Care Minimum Standards* – download (do Not need to print) *12 Reasons People Love to Work for You* – pg 46 – 50 the Art of Leadership *Who Made Me Boss?* Pg 51-53 the Art of Leadership *What Do Teachers Need Most from their Directors?* – pg 60 – 64 – The Art of Leadership	Content Quiz #1 uploaded Communication Document Uploaded	Discussion Board #3 **10 points** **Leadership Paper** **20 points**
Week 7 Oct. 1-7	*Reciprocal Learning* – pg 41 – 57 The Three Rs *The Paradoxes of Leadership* – pg 65-68 the Art of Leadership *If Your Boss is the Problem, What Choices Do You Have?* – pg 81-89 – The Art of Leadership	Discussion Board #4 opens	Content Quiz #1 **25 points**
Week 8 Oct 8-14	*You Say Staff Deserve Respect* – pg 69-72 – The Art of Leadership *Becoming an d Authentic Communicator* – pg 73-76 the Art of Leadership	Staff Development plan uploaded	Discussion Board #4 **10 points**

	Recruiting, Hiring, Leading and Managing Personnel – (BlackBoard article)		
Week 9 Oct. 15-21	*Working With Families and Communities* – (BlackBoard Article) *Are you Running a Center or Building an Organization* – pg 95 – 100 – The Art of Leadership *Becoming Community Centric* – pg 110 – 113	Discussion Board #5 opens	Community Review **30 points**
Week 10 Oct 22-28	*The Art of Leadership Out of the Box Ideas on Center Evaluation* – pg 128 – 131 the Art of Leadership *Do You have a Healthy Organization* – pg 132 – 135 – The Art of Leadership	Self-Reflection Paper #2 uploaded	Discussion Board #5 **10 points**
Week 11 Oct 29-Nov 4	*New Ways of Managing Alternative Approaches to Leading* pg 107-109 the Art of Leadership	Discussion Board #6 opens	Self-Reflection Paper #2 **10 points** **DAP Critique** **40 points**
Week 12 Nov 5-11	*Reflection, Critical Reflection, Reflective Practice* – page 59 – 72 the Three Rs	Content Quiz #2 uploaded	Discussion Board #6 **10 points** **Staff Development plan** **50 points**
Week 13 Nov 12-18	*Contributing to the Profession* (BlackBoard Article)	Discussion Board #7 opens Final Reflection Uploaded.	Content Quiz #2 **25 points.** **Communication Document** **40 Points**
Week 14 Nov 19-25 Thanksgiving week		Discussion Board # 8 opens	Discussion Board #7 **10 points**
Week 15 Nov 26-Dec 2			Discussion Board #8 **10 points** **Final Reflection** **30 points** **Advocacy Review Paper** **40 points**

All work must be submitted prior to December 3rd. – There is NO Final Exam in this course.

Final Exam week	Dec 3-7 – This course does not have a final examination. .		
			Total: 400 points

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
    - o [Procedures in Cases of Academic Dishonesty #810213](#)
    - o [Students with Disabilities #811006](#)
    - o [Student Absences on Religious Holy Days #861001](#)
    - o [Academic Grievance Procedures for Students #900823](#)

    Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

- SHSU Academic Policy Manual-Curriculum and Instruction
    - o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
    - o Technology during instruction: Cell phones must be silenced before class and texting during class will not be accepted. There times in which cell phones and computers will be used in class discussions, group work and research during class time.
    - o Technology during exams: Quizzes and exams in this class are through blackboard, with time limitations.
    - o Technology in emergencies: It is understandable that all students have lives outside of the classroom. Emergencies do occur when we least expect them. With your phone in silent mode during class rime, if you receive an emergency call, please step out of the classroom and take care of your needs. If you need to leave the classroom for the emergency, notify the professor through email later that day or as soon as you the emergency situation is stable.
- **Visitors in the Classroom**: Only registered students may attend class. This includes electronic sharing of course information. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Course Expectations:

Professionalism must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators and leaders. As an educator and a leader you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm, professionalism and dedication to your coursework will better you prepare you for your future in the field of education. . Behaviors considered unprofessional will be addressed on an individual basis.

Bibliography – additional readings or websites may be placed on Blackboard, as needed to promote student success.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.