



ECE 648

Leadership in Early Childhood Education

COURSE SYLLABUS: FALL 2015

Instructor: David L. Brown, Ph.D.
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COURSE INFORMATION

Class Meetings:

Sep 09	Wednesday	4:30 PM – 10:00 PM
Sep 23	Wednesday	4:30 PM – 10:00 PM
Oct 07	Wednesday	4:30 PM – 10:00 PM
Oct 21	Wednesday	4:30 PM – 10:00 PM
Nov 04	Wednesday	4:30 PM – 10:00 PM
Nov 18	Wednesday	4:30 PM – 10:00 PM
Dec 02	Wednesday	4:30 PM – 10:00 PM
Dec 16	Wednesday	4:30 PM – 10:00 PM

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Strickland, Dorothy & Riley-Ayers, Shannon, (2007) "Literacy Leadership in Early Childhood: The Essential Guide". Teachers College Press, ISBN # 978-0807747728

Hearron, Patricia & Hildebrand, Verna, (2014) "Management of Child Development Centers" (8th Edition). Pearson, ISBN # 978-0133571189

Talan, Teri & Bloom, Paula J., (2011) "Program Administration Scale: Measuring Early Childhood Leadership and Management" (2nd Edition). Teachers College Press, ISBN # 978-0807752456

Course Description:

This course provides a seminar on effective leadership in Early Childhood Education. Special attention will be devoted to program administration, child advocacy, organizational management, marketing & public relations, fiscal management, and assessment & evaluation.

Additionally, students will examine types of leadership models and theories of management. Finally, this course will examine policy-making processes and procedures that impact children, families, communities, and schools.

Student Learning Outcomes:

1. Understand the definition and components of leadership.
2. Identify and compare various leadership styles.
3. Critique a variety of leadership style theories and evaluate their efficiency in Early Childhood settings.
4. Write a personal vision of their own leadership.
5. Learn how to evaluate programs in Early Childhood settings.
6. Learn how to prepare organizational charts and develop skills needed for personnel management.
7. Describe effective marketing and public relations techniques for Early Childhood settings.
8. Describe effective advocacy techniques for programs that serve young children and their families.
9. Understand fiscal management of Early Childhood Education

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Methods of Instruction:

Multiple methods of instruction will be used. They include lecture/discussions, cooperative groups, and web-assisted instruction. Additionally, students will take an active role as peer instructors in the class.

Course Requirements:

1. **Attend every class and be prepared to discuss, question, analyze, critique, and debate** assigned readings, special topic readings, and other class assignments. Each student will attend and participate in discussions, readings, and collaborative activities during each class session. Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance to class, coming to class prepared by having read the assigned readings; formulating questions for class discussion; active participation during in-class activities and discussions; and displaying professional conduct during class.
2. **Reflective Responses and Leading of Discussions of Assigned and Selected Readings.** Much of our class interaction will center on your responses to the professional readings. It is vital that each of you come to class having read and responded to the assigned and selected readings. These responses will take a variety of forms. **Note.** As you respond to the readings, make connections across readings (those of this course and of other courses). Raise questions and challenge the author, attempting to answer many of your questions and supporting your challenges with evidence. Synthesize and analyze rather than simply summarize.
3. **Chapter Summaries and Presentations:**
Each student will select chapters from the textbook and develop a written chapter summary of the key ideas in the chapter. Copies of the chapter summary should be provided for each member of the class. The handout material may be copies of PowerPoint materials.
4. **Develop a personal vision statement as a leader in an Early Childhood Setting (1-3 pages, typed):** (You can Google personal vision statement to find a variety of templates for developing your statement. Choose a format that works for you.) Provide a rationale for all elements included. Write in a style that is easy to read and communicate clearly. Your statement should be free of gender and cultural bias, grammatical, and spelling errors. The statement should describe your vision on being an effective leader and describe competencies that are required for successful leaders in Early Childhood Education.
5. **Program Administration Scale (PAS).** Early Childhood program quality is generally associated with indicators of the classroom learning environment. The management and leadership practices that promote norms of continuous improvement are critical for achieving and sustaining quality at the classroom level. The Program Administration Scale views quality from a broader perspective to measure and improve organizational practices.

Each student will select an Early Childhood setting that serves children between birth and age 8. The student will contact an Early Childhood setting to make arrangement to meet and obtain permission to administer the Program Administration Scale which is designed to measure program quality. Upon administering the PAS, students will write a 3-5 page typed summary of the results and recommendations for improvement of organizational practices. Additional information will be provided by the Instructor of Record.

6. Write a summary and review of the key elements in the following standards that focus on child outcomes or curriculum content:

- a. National Association for Early Childhood Education Program Standards and Accreditation Criteria. In the NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education (Washington, D.C., 2005)

<http://www.naeyc.org/files/academy/file/OverviewStandards.pdf>

<http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf>

- b. Pre-K Guidelines for the State of Texas

<http://tea.texas.gov/index2.aspx?id=2147495508>

- c. Daycare and Licensing Standards

http://www.dfps.state.tx.us/documents/Child_Care/Child_Care_Standards_and_Regulations/746_Centers.pdf

Grading:

Personal Vision Statement	-	50 points
Summary of Critiques of National & State Standards	-	100 points
Chapter Presentations	-	50 points
Program Administration Scale	-	100 points
Total	-	300 points

TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: Each of you is expected to participate fully in assigned readings related to course topics, chapter presentations, and discussions of current articles. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.Brown@tamuc.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on the class website (<http://drbrownece648-f15.weebly.com>) for individual assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Lecture and readings: Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading of materials. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://writingcenter.unc.edu>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30 PM until 10:00 PM every other Wednesday unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

RESOURCES

WEBSITES/ARTICLES on Leadership in Early Childhood

Featured Initiative for Policy Makers and Educational Leaders

The **Lead for Literacy** initiative is a series of one-page memos written for leaders dedicated to children's literacy development. Each memo revisits assumptions that guide current policies and practices, outlines common pitfalls, and presents feasible solutions to pressing issues.

list and schedule

Memo1: Program Design for Impact

Memo2: Early Identification and Intervention Practices

Memo3: What Leaders Need to Know and Do

Memo4: Literacy Unpacked: What Do We Mean by Literacy?

Memo5: The Importance of Early Literacy Assessment

Memo6: Comprehensive Assessment: Towards a More Complete Picture of Literacy

Memo7: Comprehensive Assessment: Making Sense of Test Type and Purpose

Memo8: Designing Professional Development for Instructional Change

Memo9: Implementing Professional Development for Instructional Change

Memo10: Designing Family Partnerships that Make a Difference

Memo11: Implementing Family Partnerships that Make a Difference

Memo12: Designing a Volunteer Program Focused on Literacy

Memo13: Implementing a Volunteer Program Focused on Literacy

Memo14: The Importance of Using a Literacy Curriculum

Memo15: Selecting a Comprehensive Literacy Curriculum

Memo16: Implementing a Comprehensive Literacy Curriculum

How Do they Manage?: A Review of the Research on Leadership in Early Childhood

Journal of Early Childhood Research June 2004 2: 157-169,doi:10.1177/1476718X04042974

<http://ecr.sagepub.com/content/2/2/157.full.pdf+html>

First-Time Kindergartners in 2010-11: First Findings From the Kindergarten Rounds of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11

Institute of Education Sciences/National Center for Education Statistics

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012049>

Increasing the Effectiveness and Efficiency of Existing Public Investments in Early Childhood Education - Recommendations to Boost Program Outcomes and Efficiency

Center for American Progress

<http://www.americanprogress.org/wp-content/uploads/issues/2012/06/pdf/earlychildhood.pdf>

The State of Preschool 2014

National Institute for Early Education Research
<http://www.nieer.org/yearbook>

Starting Out Right: Pre-k and Kindergarten

The Center for Public Education
<http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Starting-Out-Right-Pre-K-and-Kindergarten/Starting-Out-Right-Pre-K-and-Kindergarten-full-report.html>

School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups

Science Magazine
<http://www.sciencemag.org/content/333/6040/360.abstract>

TEXTBOOKS and READINGS on EARLY CHILDHOOD LEADERSHIP

- Blanchard, K., Zigarmi, P., & Zigarmi, D. (1986). *Leadership and the one minute manager*. New York: William Morrow and Company, Inc.
- Bloom, P. (1991). *Leadership style assessment tool*. Exchange Magazine Sept/Oct 1991 pp. 13-15. Redmond WA. Exchange Press, Inc. **Pdf**
- Bloom, P. (2007). *Becoming a self mentor*. Exchange Magazine Jan/Feb 2007 pp. 54-57. Redmond WA. Exchange Press, Inc. **Pdf**
- Boulton, P. (2007). *Achieving excellence in early childhood: Q&A with Pam Boulton*. Waukesha WI. Achieving Excellence. **Pdf**
- Exchange. (1978). *Are you a well rounded leader?* Exchange Magazine Nov/Dec. 1978. Redmond WA. Exchange Press, Inc. **Pdf**
- Goleman, D, Boyatzis, R. & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston: Harvard Business School Press.
- Jones, M. (2007). *What is a leader, anyway?* . Exchange Magazine Nov/Dec. 2007 pp. 74-77. Redmond WA. Exchange Press, Inc. **Pdf**
- McCrea, N. (2002). *Learn Leading for Authenticity*. Exchange Magazine Sept. 2002 pp. 10-12. Redmond WA. Exchange Press, Inc. **Pdf**
- Morgan, G. (1997). *Competencies of early care and education administrators*. Boston: Taking The Lead Initiative, Wheelock College. **Pdf**
- Neugebauer, B. & Neugebauer, R. (Eds.). (2003). *The art of leadership: Managing early childhood organizations*. Redmond, WA: Exchange Press, Inc.
- Nolan, T. (2006). *Resilience Inventory – Self*. Waukesha, WI: The Center for Leadership Excellence, Inc. **Pdf**
- Sullivan, D. (2003). *Learning to lead: Effective leadership skills for teachers of young children*. St. Paul, MN: Redleaf Press.

References

Ackerman, D. J., & Sansanelli, R. A. (2010). The source of child care center preschool learning and program standards: Implications for potential early learning challenge fund grantees. *Early Childhood Research & Practice* 12(2). Retrieved from <http://ecrp.uiuc.edu/v12n1/ackerman.html>

Ackerman, D. J. (2008). Coaching as part of a pilot quality rating scale initiative: Challenges to—and supports for—the change-making process. *Early Childhood Research & Practice*, 10(2). Retrieved from <http://ecrp.uiuc.edu/v10n2/ackerman.html>

Bella, J., & Bloom, P. J. (2003). *Zoom: The impact of early childhood leadership training on role perceptions, job performance, and career decisions*. Wheeling, IL: McCormick Center for Early Childhood Leadership, National Louis University.

Bloom, P. J. (2010). *Measuring work attitudes in the early childhood setting: Technical manual for the Early Childhood Job Satisfaction Survey and Early Childhood Work Environment Survey* (2nd ed.). Wheeling, IL: McCormick Center for Early Childhood Leadership, National Louis University.

Bloom, P. J., & Bella, J. (2005, January). Investment in leadership training—The payoff for early childhood education. *Young Children*, 60(1), 32 □40.

De Pree, M. 2004. Leadership is an art. New York: Currency. Educational Leadership, magazine of the Association for Supervision and Curriculum Development: <http://www.ascd.org/>.

Goleman, D., R.E. Boyatzis, & A. McKee. 2002. *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press.

Jensen, M.A., & M.A. Hannibal. 2000. *Issues, advocacy, and leadership in early education*. 2nd ed. Boston: Allyn & Bacon.

Sullivan, C.G. 2004. *How to mentor in the midst of change*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.