

Chaminade University of Honolulu
ED 449: Leadership and Guidance
Fall 1999, Wednesday 1:00-4:00 p.m.

Dr. Lisa A. Foster

Wk: 734-3840

Hm: 732-9445

Pgr: 549-2845

E-Mail: [lfoster @lava.net](mailto:lfoster@lava.net)

COURSE SYLLABUS

I. Goal

The goal of this course is to understand the role of leadership and guidance in early childhood programs and how it impacts instructional methods and curriculum. Emphasis will include discovering one's own leadership style within the broader context of the historical development of early childhood programs, and exploring the dynamics of leadership in the classroom and at the administrative level. In order to meet this goal, the following objectives for the course have been established.

II. Objectives:

Students will:

- p Become familiar with the historical context of early childhood programs in the United States and in Hawaii.
- p Understand current issues and trends in the field of early childhood education in the context of classroom and administrative leadership.
- p Examine various curriculum and management models for early childhood programs.
- p Become aware of, and know how to access the various resources available to early childhood educators locally and nationally.

III. Competencies

At the end of the course, students shall be able to:

- p Understand and articulate the forces that affect early childhood programs both nationally and locally.
- p Use knowledge of local resources and laws to plan the start-up of an early childhood program.
- p Describe leadership in the classroom and at the administrative level.

IV. Methods of Instruction

- p Lectures
- p Small and Large Group Discussion
- p Guest Speakers
- Field Assignment

- 0 Writing Assignments
- 0 Readings
- 0 Videos
- 0 Leadership & Guidance Resource Portfolio
- 0 Student Presentations

V. Assignments and Due Dates

- 0 Class discussions on readings/weekly beginning Sept. 8.
- 0 1-2 pages, "Activities for Further Enrichment"/weekly beginning Sept. 8.
- 0 Field Assignment: School Observation, Oct. 13
- 0 3 journal articles, 2 pages/summary and reaction/Sept. 22, Oct. 20, Nov. 17
- 0 Leadership and Guidance Resource Portfolio/Dec. 15
- 0 Final Presentation/Dec. 15

VI. Course Assessment

- | | |
|---------------------------|-----------|
| 0 Attendance | 15 Points |
| 0 Weekly Writing Activity | 15 Points |
| 0 3 Journal Articles | 20 Points |
| 0 Resource Portfolio | 25 Points |
| 0 Final Presentations | 25 Points |

Total: 100 Points

90-100 Points: A

Work is done in a consistently superior manner, turned in on time. Student attends at least 14 class sessions and is late fewer than 2 times. Meets 90% of requirements.

80-89 Points: B

Work shows above average grasp of content, is turned in on time. Student attends at least 13 class sessions and is late fewer than 3 times. Meets 80% of requirements.

70-79 Points C

Work shows average grasp of content, is turned in on time. Student attends at least 12 class sessions and is late fewer than 4 times. Meets 70% of requirements.

60-69 Points D

Work shows below average grasp of content, is consistently not turned in on time. Student attends fewer than 12 class sessions and is late more than 4 times. Meets less than 70% of requirements.

Below 60 F

VII. Rubric for Assessments

Criteria to obtain full points:

- p Attendance: perfect attendance and on time for all class sessions
- p Weekly Writing Activities:
 1. Due at the beginning of each class
 2. Organization of paper to include introduction, text, summary
 3. Use of correct and appropriate grammar, punctuation, verb tense, etc.
 4. Writing reflects clear thinking on subject, is straightforward and concise.
 5. Writing reflects thought, reflection, analyzing, evaluating or application of personal experiences where relevant.
 6. Type written, double spaced.
(Late papers will drop 1 point per class)
- p Journal Article:
 1. Refer to criteria for Weekly Writing Activities
 2. Article is relevant to the course
 3. Evidence in summary of integration with other readings where applicable.
 4. Type written, double spaced.
- p Resource Portfolio:
 1. Organized with easily discernible sections.
 2. Includes all written assignments and class notes/hand-outs, etc.
 3. Examples, samples for each section where applicable.
- p Final Presentation:
 1. Clear, unambiguous in the communication of ideas.
 2. Organization of ideas and flow of presentation is smooth.
 3. Voice tone, diction, speech is clear and audible.
 4. Use of appropriate displays or other visual aids when necessary.
 5. Eye contact with audience is varied.
 6. Presentation reflects thoughtful preparation and thoroughness.

LEADERSHIP AND GUIDANCE PORTFOLIO

To include the following:

Section 1: Course Work

- p Weekly Writing Activities
- p Notes, Classroom Hand-outs, etc.

Section II: Leadership in the Classroom

- p Environmental Design
- p Transitions
- p Positive Discipline
- p Working with Assistants
- p The Separation Environment
- p Assessments
- p Related Readings, Hand-outs

Section III: Leadership in the School

- p Qualities of Effective Administrators
- p Rules and Regulations
 - 1. Building
 - 2. Health and Safety
 - 3. Staffing and Ratio
- p Budgeting
- p Staff Development and Supervision
- p Working with Parents and Boards
- p Accreditation
- p Legal Issues
- p Scheduling (daily, weekly, monthly, yearly)
- p Current Curriculum Design Models
- p Current Research
- p Related Readings, Hand-outs

BIBLIOGRAPHY
LEADERSHIP AND GUIDANCE
ED 449

REQUIRED READINGS:

Combs, A. Miser, A., Whitaker, K. (1999). On becoming a school leader. Alexandria: ASCD.

Morrison, G. Early education today. (1998). Upper Saddle River: Prentice-Hall.

RESOURCE READINGS:

Bennis, W., Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row Publishers.

Bethel, S. 1990). making a difference: 12 qualities that make you a leader. New York: Berkley Publishing.

Bloom, P Sheerer., M.; Britz, J. (1991). Blueprint for action: Achieving center-based change through staff development. Lake Forest: New Horizons.

Bonstingl, J . (1992). School of quality: An introduction to total quality management in education. Alexandria: ASCD.

Child Care Information Exchange. (1990). Developing staff skills. Redmond: Exchange Press.

Child Care Information Exchange. (1991). Fostering improved staff performance. Redmond: Exchange Press.

Combs, A. (1991). The schools we need. Denver: Save America-Educate our Children.

Combs, A. M., A.; Whitaker, K. (1999). On becoming a school leader. Alexandria: ASCD.

Covey, S. (1989). The 7 habits of highly effective people. New York: Simon & Shuster.

Danielson, C. (1996). Enhancing professional practice. Alexandria: ASCD.

Dede, C. (1998). Learning with technology. Virginia: ASCD

DePree, M. (1989). Leadership is an art. New York: Dell Publishing.

DePree, M. (1992). Leadership-jazz. New York: Dell Publishing.

Feeney, S. Christensen. D., Moravcik, E. (1987). Who am I in the lives of children. Columbus: Merrill Publishing.

Gardner, J. (1987). Excellence. New York: WW. Norton & Company.

Glickman, C. (Ed.). (1992). Supervision in transition. Alexandria: ASCD.

Goodlad, J. (1984). A place called school. New York: McGraw-Hill Book Company.

Groonman, J. (1988). Caring spaces, learning places: Children's environments that work. Redmond: Exchange Press.

Heider, J. (1986). The tao of leadership. Atlanta: Humanics Limited.

Horenstein, M. (1993). Twelve schools that succeed. Bloomington: Phi Delta Kappa.

Harvey, E., Ventura, S. 1996. Walk awhile in my shoes. Dallas: Performance Systems Corporation.

Horn, J. (1986). Supervisor's factomatic. New Jersey: Prentice-Hall.

Jones, E. (1993). Growing teachers. Washington: NAEYC.

Lambert, L. (1998). Building leadership capacity in schools. Alexandria: ASCD.

Maxwell, J. (1993). Developing the leader within you. Nashville: Thomas Nelson Publishers.

McGinnis, A. (1985). Bringing out the best in people. Minneapolis: Ausburg Publishing House.

McNeil, J. (1990). Curriculum. Los Angeles: Harper Collins Publishers.

Meek, A. (1999). Communicating with the public: A guide for school leaders. Alexandria: ASCD.

Montessori, M. (1964). The Montessori method. New York: Schocken Books.

Montessori, M. (1965). Dr. Montessori's own handbook. New York: Schocken Books.

Montessori, M. (1966). The secret of childhood. New York: Ballantine Books.

Montessori, M. (1967). Discovery of the child. New York: Ballantine Books.

Morgan, G. (1987). Managing the day care dollar. Watertown: Steam Press

Oakley, E. Krug., D. (1991). Enlightened Leadership. New York: Simon & Shuster.

Patterson, J. (1993). Leadership for tomorrow's schools. Alexandria: ASCD.

Schmoker, M. (1996). Results: The key to continuous school improvement. Alexandria: ASCD.

Schwartz, S. Robison., H. (1982). Designing curriculum for early childhood education. Boston: Allyn & Bacon.

Sergiovanni, T. (1992). Moral leadership. San Francisco: Jossey-Bass Publishers.

Sergiovanni, T. Starret., R. (1988). Supervision: Human perspectives. New York: McGraw-Hill.

Sparks, D. (1997). A new vision for staff development. Alexandria: ASCD.

Torkildson, K., Fonseca, Jaffe, Moore & Hetherington; Attorney at Law, Law Corp. (1997). The model employee handbook for Hawaii employers. Honolulu: The Chamber of Commerce of Hawaii.

Truitt, M. (1990). The supervisor's handbook. Shawnee Mission: National Press Publications.

Villa, R. Thousand., J. (Ed.). (1995). Creating an inclusive school. Alexandria: ASCD.

Watkins, K. Durant., L. (1987). Preschool director's staff development handbook. New York: Center for Applied Research in Education.

Wiggins, G. McTighe, J. 1998. Understanding by design. Alexandria: ASCD.

Wohistetter, R, Van Kirk, A., Robertson, F, Mohrman, S. 1997. Successful school: based management. Alexandria, ASCD.

Ziglar, Z. (1986). Top performance: How to develop excellence in yourself & others. New York: Berkley Publishing.

LEADERSHIP AND GUIDANCE

ED 449

Weekly Course Overview

Week 1:
Sept. 1

Introduction

Orientation and Overview:

- Course Syllabus: Goal/Objectives/Competencies
- Assessment of ED 449 Course Work
- Required and Resource Readings
- Course Schedule Overview
- Personal Inventory

Assignments due next class:

- Weekly Writing Activity # 1
- Rd. Early Childhood Education Today, Chap. 1

Week 2:
Sept. 8

Leadership in the Classroom/The Early Childhood Professional (Assignment due: Weekly Writing Activity #1)

- Sharing of Papers
- Focus Questions/Chap. 1/Small Gp. Discussion
- Perceptions/Beliefs/Philosophy of Teaching
- Activity: What Teaching Means To Me

Assignments due next class:

- Weekly Writing Activity# 2
- Rd. Early Childhood Education Today, Chap. 2

Week 3:
Sept. 15

Leadership in the Classroom/Early Childhood Issues & Trends (Assignments due: Weekly Writing Activity # 2)

- Sharing of Papers
- Large Group Discussion/ Contemporary Issues/ Paradigm Shifts/Views
- Public Policy: Guest Speaker

Assignment due next class:

- Weekly Writing Activity # 3
- Journal Article # 1
- Rd. Early Childhood Education Today, Chap. 3

Week 4
Sept. 22

Leadership in the Classroom/Historical Development in ECE (Assignments due: Weekly Writing Activity# 3 & Journal Article # 1)

- Sharing of Papers
- Focus Questions/Chap. 3/Small Group Discussion
- Sharing of Journal Article # 1

Assignments due next class:

- Weekly Writing Activity # 4
- Rd. Early Childhood Education Today, Chap. 4

Week 5
Sept. 29

Leadership in the Classroom/Montessori Education

(Assignments due: Weekly Writing Activity # 4)

- **Sharing of Papers**
- **Video: Star of the Sea ELC**
- **Montessori Classroom Tour at Star of the Sea ELC**
- **Demonstration of Select Montessori Materials**
- **Hands-On Activities**
- **Video: A World of Peace**

Assignment due next class:

- **Weekly Writing Activity # 5**
- **Rd. Early Childhood Education Today, Chap. 5**

Oct. 6

Leadership in the Class room/Piaget & Constructivism

(Assignment due: Weekly Writing Activity # 5)

- **Sharing of Papers**
- **Lecture: Piaget's Stages of Development**
- **Video**
- **Student Observation/Stages of Development (ELC After School Care Program)**

Assignments due next class:

- **Weekly Writing Activity # 6**
- **Rd. Early Childhood Education Today, Chap. 6,7,8,9**

Week 7
Oct. 13

Leadership in the Classroom/Developmentally Appropriate Practice and Programs

(Assignment due: Weekly Writing Activity # 6)

- **Field Assignment: School Observation of DAP (Select Head Start, High Scope, Waldorf, Montessori, Lower Elementary (1-3). If other, please check with instructor.**

Assignment due next class:

- **School Observation Paper/#7**
- **Journal Article # 2**
- **Rd. Early Childhood Education Today, Chap. 10**

Week 8
Oct. 20

Leadership in the Classroom/Guiding Children's Behavior

(Assignment due: Weekly Writing Activity # 7 & Journal Article # 2)

- **Sharing of School Observation**
- **Focus Questions/Chap. 10/Small Group Discussion**
- **Sharing of Journal Article #2**

Assignment due next class:

- * **Weekly Writing Activity # 8**
- **Rd. Early Childhood Education Today, Chap. 11**

- Week 9
Oct. 27
- Leadership in the Classroom/Technology & Young Children
(Assignment due: Weely Writing Activity # 8)
- Sharing of Papers
 - Guest Speaker/Star of the Sea Technology Tour
 - Focus Questions/Chap. 11/Small Group Discussion
- Assignments due next class:
- Weekly Writing Activity # 9
 - Rd. Early Childhood Education Today, Chap. 12, 13
- Week 10
Nov. 3
- Leadership in the Classroom/Diversity
(Assignment due: Weekly Writing Activity # 9)
- Sharing of Papers
 - Focus Quesions/Chap. 12/Small Group Discussion
 - Guest Speaker /Traveling Preschool to the Homeless
 - Focus questions/Chap. 13/Small Group Discussion
- Assignment due next class:
- Weekly Writing Activity #10
 - Rd. Early Childhood Education Today Chap. 14, 15,16
- Week 11
Nov. 10
- Leadership in the School/Collaboration with Parents, Families, Community and the Government
(Assignment due: Weekly Writing Activity # 10 & Journal Article # 3)
- Sharing of Papers
 - Lecture: Parent & Family Involvement
 - Guest Speaker: Parent Teacher Guild President
 - Focus Questions/Chap. 16/Small Group Discussion
- Assignment due next class:
- Weekly Writing Activity # 11
 - Rd. On Becoming a School Leader, Chap. 1-2
 - Assigned Readings
- Week 12
Nov. 17
- Leadership in the School/The School Administrator
(Assignment due: Weekly Writing Activity # 11)
- Sharing of Papers
 - Lecture: The Roles of an ECE Administrator
 - Guest Speaker: Public School Principal
- Assignment due next class:
- Weekly Writing Activity # 12
 - Rd. On Becoming a School Leader, Chap. 3-4
 - Assigned Readings
- Week 13
Nov. 24
- Leadership in the School/ Supervision
(Assignment due: Weekly Writing Activity # 12)
- Sharing of Papers
 - Lecture: School Supervision

- Small Group Discussion of Assigned Reading
- Small Group Activity (Role Play)

Assignment due next class:

- Weekly Writing Activity # 13
- Rd. On Becoming a School Leader, Chap. 5-6
- Assigned Readings

Week 14
Dec. 1

Leadership in the School/Legal Issues

(Assignment due: Weekly Writing Activity # 13)

- Sharing of Papers
- Lecture: Preschool Legal Issues
- Case Scenarios/Small Group Discussion

Assignment due next class:

- Weekly Writing Activity # 14
- Rd. On Becoming a School Leader, Chap. 7•S
- Assigned Readings

Week 15
Dec. 8

Leadership in the School/ School Budget

(Assignment due: Weekly Writing Activity #14)

- Sharing of Papers
- Lecture: The Budget Process
- Developing a Budget/Small Group Activity

Assignment due next class:

- Weekly Writing Activity # 15
- Rd. On Becoming a School Leader, Chap. 9-10

Week 16
Dec. 15

Celebration of Learning

- Sharing of Resource Portfolios
- Final Presentations
- Self Evaluation
- Course Evaluation

(Course Overview may be adjusted to meet the needs of the class)