

Chaminade University of Honolulu
Honolulu, HI

Fall Day, 2000

Instructor: Nanette Schonleber, MST
Course: Ed 449 **Leadership/Guidance** in ECE
Time: Tuesdays, 1:30 PM to 4:15 PM
Credits: 45 **hours/3** credits

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Rationale:

Leadership in an early childhood setting has many dimensions. Guiding young children's behavior, creating community, working with families and staff and providing leadership in the community are just a few of these dimensions. This class combines current theory in leadership and guidance with hands-on practical ideas. Classroom leadership, school leadership and community **leadership** provide the venues for exploring the roles and tasks of school leaders.

Course Objectives:

The student will be able to:

1. Understand and describe the theory behind effective classroom management and child guidance techniques.
2. Describe and use knowledge of the six stages of parenting in their work with parents of preschool age children
3. Understand and articulate the developmental reasons for preschooler's behaviors.
4. Analyze power struggles and know how to resolve them
5. Describe the differences between **punishment** and discipline, **and** will be able to model and teach positive discipline techniques
6. Understand the role of culture in working with children, working with families and working with staff
7. Describe and evaluate their personal leadership style
8. Work effectively with assistants, aids and parents
9. Know how to use data to make good decisions for their classrooms and their schools
10. Create a vision statement and action plan for their own school or classroom

Texts:

On Becoming a School Leader Combs, Miser and Whitacker, ACSD 1999
Positive Discipline for Preschoolers 2nd Ed Nelson, **Erwin, Duffy**, Prima **Publishing**, 1998

Methods:

Lecture	Discussion	Quizzes	Case Study
Role-Play	Video	Group work	Written Final

Materials:

Plastic 8 X 10 portable file with 6 divisions
Colored **pens/markers**
2" binder
film/camera

Evaluation:

- | | |
|---------------------------------|-----|
| 1. Attendance and Participation | 15 |
| 2. Weekly reading reflections | 15 |
| 3. Group Resource File | 20 |
| 4. Portfolio | 20% |
| 5. Final Exam | 30 |

100 points total possible

Points **will** be deducted for work turned in late (1 **0%** per week)

Assignments/ Rubric:

"A" work includes all of the elements listed below, completed in a **consistently** superior manner

"B" work includes all of the **elements** listed below, completed **in** an above average **manner**

"C" work **includes all** of the elements listed below, completed **in** an average manner, or some of the elements below completed in an above average manner, but **misses** the point of some of the assignment

"D" **work** includes some of the elements **listed** below and/or **misses** the **point** of most of the assignment

"F" work is not **turned in** or **is** turned in so late as to be **unacceptable** and is not college level work

1. Attend and participate in all class sessions (15 points)

1 point per class **except** final class, at 2 **points**

Students must **attend** at least 90% of the course in order to pass. If more than 10% of the **course** will be missed, special arrangements must be made with the **instructor**. "Incomplete" is **given only** as per CUH catalogue **policy**

2. Write one-page weekly reflections on **readings/class** discussions (15 points)

1 point per **paper** with a bonus available

Shows **evidence** of thorough grasp of material read .5 point

Writer is able to **connect** to personal experience .5 point

Includes **two** questions .5 point

Written In Standard English .5 point

3. Create a professional portfolio (20 points)

Includes the following 10 points

Professional Vitae

Examples of lessons

Photographs of lessons

Examples of children's work

Awards and **certificates** (if applicable)

Thank you notes/letters (if applicable)

Pocket for official **transcripts**

Pocket for correspondence

Letter of introduction/Statement of mission and goals

Written work is in **Standard** English 5 points

Portfolio looks **professional**; has good **organization** and **aesthetics** 5 points

4. Contribute to a group **resource** file. Put your own file together (20 **points**)

Brings in articles that are relevant to the topic 10 points

Brings in materials to work on file in class when required 5 points

File includes index 5 points

5. Write a 5 page take-home **final**

Written in **Standard** English 8 **points**

Shows **original** thought 5 **points**

Matches draft submitted in class 5 **points**

Demonstrates ability to synthesize knowledge 5 points

Integrates course content with field **observation** and work 7 points

Schedule

Dates/Description	Assignments	
Aug 29	Introduction to course Rationale/Overview Syllabus Assignments	Choose resource topic
Sept 5	Leadership in the classroom All about you your leadership style your personal history The role of temperament Developing a professional portfolio	School Leader Ch 1,3, 5 Postive Ch 7,10 Handouts Reflection #1 Bring resume
Sept 12	Leadership in the classroom Developmental review: why they do the things they do working with development Environmental considerations the separation environment the cycle of the year	Positive Ch 1, 2, 5, 6 Handouts Reflection #2
Sept 19	Leadership in the classroom Guiding children's behaviors Punishment and discipline Active listening	Positive Ch 3, 4, 8,9 and parts three and four Reflection #3
Sept 26	Leadership in the classroom Community building The child as spiritual mentor Culture comes to school	Positive part five Reflection #4 Bring resource articles/files
Oct 3	Leadership in the classroom Record-keeping and assessment Children's portfolios	Handouts as assigned Reflection #5
Oct 10	Leadership in the classroom Working with assistants Working with volunteers Team teaching	Handouts as assigned Reflection #6 Bring personal portfolio outline
Oct 17	Leadership in the classroom Working with parents Parent conferences The six stages of parenting	Handouts Reflection #7
Oct 24	Leadership in the classroom Red Flags When you're in over your head Community resources	Positive part six Handouts Reflection #8

Oct 31	Leadership in the school Leader, Roles Teacher Director Board Professionalism and Ethics	Leadership Ch 8, 9,10 Handouts Reflection #9
Nov 7	Leadership in the school Designing a school Finances and legal issues DHS rules and regulations Advertising and promotion Legal issues Accreditation and affiliation	Leadership Ch 2, 4, 7 Handouts Reflection #10 Bring resource articles/files
Nov 14	Leadership in the school Delegation Time management Curriculum, scheduling and goals	Handouts Reflection #11 Bring portfolios
Nov 21	Leadership in the school Hiring your team Your parent body Handbooks Contracts Job descriptions	Leadership Ch 6, Handouts Reflection #12 Draft of final paper
Nov 28	Leadership in the community Advocacy Local and national organizations Local and national politics and policies Conferences and workshops	Handouts Reflection #13
Dec 5	Celebration of learning Share portfolios and resource files	Final reflection
Dec 11	Final paper due by 1:00 PM in my office	

Syllabus and course content may be changed to meet the needs of the students