



University of Memphis College of Education

College of Education
The University of Memphis
Curriculum & Instructional Leadership
ECED 71/8108
Leadership and Change in
Early Childhood Education
Fall, 2009
Ball Hall – 400C
Dr. Cheryl J. Rike

College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I commit to the mission of the college.**

ECED 71/8108: Leadership and Change in Early Childhood Education Programs

Course Description: This course focuses on the administration of quality programs for young children and families. Students will enhance their knowledge, skills and dispositions for management and leadership as is defined in the NAEYC accreditation criteria. They will apply their knowledge of child development, the developmentally appropriate practice philosophy, national and state standards, and management competencies, as they examine their leadership in areas of programming for children and families. Areas of programming include personnel matters, participatory management, and collaboration and effective meetings. In addition, students will examine the NAEYC Accreditation process. (3 credit hours)

Methods of Instruction: Instructional methods will consist of discussions, lecture, whole class and small group activities, role playing, reflection and evaluation of theories, analysis of current programs based on observations, readings, etc.

Course Objectives: Students will:

1. Demonstrate knowledge of child development, developmentally appropriate practice philosophy, and effective teaching strategies in programming for young children and families.
2. Apply knowledge about social/cultural contexts for program, family, and community partnerships.
3. Analyze and articulate accreditation criteria and national standards as they apply to programmatic policies and procedures for young children and families.
4. Reflect upon and evaluate management competencies and management styles as they relate to effective administration practices.
5. Examine staff recruitment, professional development, and supervision and evaluation practices.
6. Explore shared decision-making and its relationship to administrative practices.

7. Examine components of effective meetings and demonstrate ability to plan and implement such principles.
8. Identify policies and procedures that ensure safety and meeting high quality standards.
9. Examine and apply current research on best practice and management/leadership administration or programs.
10. Demonstrate a working understanding of the NAEYC accreditation process.

Course Readings

Johnson, S. (1998). *Who moved my cheese?* NY: Penguin Putman.

Blanchard, K. & Johnson, S. (1981). *The one-minute manager*. NY: Harper Collins.

Blanchard, K. & Lorber, R. (1984). *Putting the one-minute manager to work*. NY: Berkley Books.

Readings will be assigned by topic. These readings will include chapters of books, journal articles, and position statement.

Supplemental Readings

American Psychological Association Publication Manual (5th Ed.).

Bateman, T. S. & Snell, S.A. (2004). *Management, The new competitive landscape*. (6th ed.). NY: McGraw-Hill.

Carter, M. & Curtis, D. (1998). *The visionary director, A handbook for dreaming, organizing and improvising in your center*. St. Paul, MN: Readleaf Press.

Collins, J. (2001). *Good to Great*. NY: Harper Collins.

Despain, J. & Bodman Converse, J. (2003). . . .*And dignity for all, Unlocking greatness with values-based leadership*. Upper Saddle Creek, NH: Prentice Hall.

Gladwell, M. (2000). *The tipping point*. NY: Little, Brown & Co.

Robbins, S.P. (2003). *The truth about managing people. . .And nothing but the truth*. Upper Saddle Creek, NJ: Prentice Hall.

Tannen, D. (1998). *The argument culture, stopping America's war of words*. NY: Random House.

ASSIGNMENTS, EXAMS, AND GRADING CRITERIA

1. Weekly assignments - Read articles from the assigned text materials, professional journals and other publications related to the topics of the course. Varied assignments for written components of the assignments will be provided in class.
2. Apply readings and class discussions concerning topics/models/strategies in short written assignments. More specific directions will be provided in class.

- a. Assessing the culture of the organization
 - b. Fostering change in the organization.
 - c. Using the “level 5” hierarchy
 - d. Strategies of the *One Minute Manager*
3. Complete examination as determined by the instructor.
 4. Write a summary reflective narrative analyzing the changes you have experienced as an administrator as well as the changes in your Center. Relate these experiences to the models/strategies from this course. Paper will be referenced and written in APA format.

GRADING POLICY: Evaluation for this class is a standards-based assessment. This means that there is a criterion or standard performance that must be met by candidates in order to pass, and the content of the assessment is wholly determined by the content of the standards. This is different from norm-based testing, in which candidates are ranked in comparison to each other. In this course, we assess how the candidates do in comparison to standards set in the Tennessee, NCATE and NAEYC standards documents and in the rubrics that are derived from the standards. University grades will be based on holistic evaluation of complex performances using standards-based rubrics. The 5 score family will be used in converting the rubric scores to final grades. Emphasis will be placed on progress made. Performance weight is varied for assignments depending on complexity and level of learning.

5.0 Score Family	A+ = 5.4	A = 5.0	A- = 4.5
4.0 Score Family	B+ = 4.4	B = 4.0	B- = 3.5
3.0 Score Family	C+ = 3.4	C = 3.0	C- = 2.5
2.0 Score Family	D+ = 2.4	D = 2.0	D- = 1.5
1.0 Score Family	Below 1.5		

Evaluation and Points

• Weekly on-line assignments	25 (5 @ 5 points each)
• Exams	20 (2 @ 10 points each)
• Written assignments	30 (3 @ 10 points each)
• Final reflective paper	20 points
• Participation/Attendance/Professionalism	5 points
Total	100

Professional Participation: Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, thoughtfully react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.

Attendance Requirements for this Course: Students are expected to attend all classes for the full time period called for in the schedule, and complete all assigned readings prior to the class meeting. Students with more than two (2) unexcused absences will be dismissed from the course with a grade of “F” or s/he will be permitted to drop the course without penalty if the deadline has not occurred. Please note that two tardies or leaving early shall count as one absence. It is the

responsibility of student to provide satisfactory, readable evidence of medical or other emergencies that may qualify as an excused absence to the instructor.

Cell Phones: Please turn off all cell phones, pagers, etc. upon entering the classroom.

Privacy Act: Please note that in keeping with the provisions of the Family Rights to Privacy Act it is the policy of the ICL Department that grades not be posted.

General Information: Please read the following carefully, all these factors will affect your grade:

- Completing assignments in a timely manner and participating in class are expected of all students
- Correct grammar and spelling will be considered in grading all material. Points will be deducted from assignments for incorrect spelling, grammar, and punctuation. Also, consult the Publication Manual (5th Edition) for the American Psychological Association for proper formats.
- The professor may keep written assignments.
- Extra credit assignments are not given.
- Plus and minus are not used in grading.
- Professionalism credit is included in the course as a means of communicating an emphasis on professional development. Professionalism includes interactions with peers, with the instructor, with the head teachers of field experiences, with parents and with children.
- You are responsible for printing all papers and getting them to me. I will not print or accept papers sent to me via email.
- The late policy will apply to all papers not turned in on the due date.
- All of the assignments must be typed, double-spaced and **must be stapled**. The instructor will not accept any assignments that do not comply with this rule.
- Turn off and put away all cell phones and pagers before entering the classroom.
- Exchange phone numbers and/or email addresses with at least two other people in the class. You will be responsible for contacting someone in class regarding assignments, notes, etc. if you miss a class.
- Quizzes may be given at any time at the discretion of the instructor. Reading assignments and class preparation should be taken very seriously.
- University of Memphis policy prohibits bringing children to class.

Make-up Policy: One (1) point will be deducted from any assignment for each day it is turned in late. No credit (a zero) will be given for any assignment that is one week late. Quizzes can only be made up if there is an unavoidable illness, crisis, or emergency that is validated with official documentation.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

WRITTEN ASSIGNMENT 1 FOSTERING CHANGE

Using the material from *Who Moved my Cheese* and class notes, write a reflective narrative that has the following components:

1. Reflect on a time of great change in your life. It may be either a personal or professional experience.
2. Reflect on that experience and determine which role (of the 4 discussed in the book) you played:
 - a. prior to the change
 - b. during the change
 - c. after the change
3. Write a brief description of numbers 1 and 2 above
4. Write how you have reacted to other changes because of this experience.
5. Predict how having understood the information in *Who Moved My Cheese* will affect your future behavior when encountering change or helping others change.

This paper should be no longer than 3 pages and should contain three basic sections (#3, 4#, and #5) which are clearly headed.

Rubric for Grading

Criteria for a Grade of 5:

- Clearly follows directions given, all components are examined
- Shows thoughtful reflection
- Shows thoughtful application
- All work is free of grammatical or spelling errors
- All work is submitted on time

Criteria for a Grade of 3:

- Directions generally followed, with most components examined
- Shows some reflection
- Shows some application
- Several grammatical or spelling errors

- All work is submitted on time

Criteria for a Grade of 1:

- Directions not followed
- Does not show adequate reflection
- Vague application
- Writing is inappropriate
- All work is not submitted on time

NOTE: Final grade will be multiplied by 2 for a maximum score of 10 on this assignment.

WRITTEN ASSIGNMENT 2

LEVELS OF LEADERSHIP

Using the material from Jim Collin's book, *Good to Great*, and class notes write a reflective narrative that has the following components:

1. Briefly discuss the primary characteristics of a Level 5 leader
2. Reflect upon yourself as a leader using the Level 5 Hierarchy
3. Determine where you fit in that hierarchy prior to beginning Ready, Set, Grow! and explain your thoughts in writing.
4. Determine where you fit in that hierarchy now and explain your thoughts in writing.
5. Determine and explain what will be needed to foster your growth into the next level(s).

Your paper will have these headings:

- Primary Characteristics of a Level 5 leader
- Leadership level before Ready, Set, Grow!
- Current leadership level
- Fostering future leadership levels

This paper should be no longer than 3 pages, double-spaced.

This paper will be graded using the rubrics previously shared with the class.

WRITING ASSIGNMENT 3

Managing in a Minute

1. Read *One Minute Manager*.
2. Use the following techniques with different staff members.
 - a. One Minute Praise
 - b. One Minute Reprimand

3. Reflect on the staff members' response to each use.
4. Write a narrative providing the following:
 - a. Description of the situations
 - b. Your statements to the staff members – not using real names
 - c. The staff members' responses
5. Using the material from the book *One Minute Manager* and class notes analyze the effectiveness of your use of the techniques.
6. Explain why you will or will not attempt to incorporate these techniques into your management style.

This paper will be graded using the rubrics previously shared with the class.

This paper should be no longer than 3 double-spaced pages.

FINAL REFLECTIVE PAPER

1. Write a summary, reflective narrative analyzing the changes you have experienced as an administrator as well as the changes in your center.
2. At least three of these changes should be related and explained using information from the different models/strategies (must include at least 3 different models) presented in this course.
3. Conclude this paper with an analysis of the current culture of your organization and at least three goals for future improvement of your organization.
4. The paper will contain at least 7 references given in APA style and consist of not less than 5 nor more than 7 double-spaced pages.

Write the paper in a logical manner that has headings determined by the elements of the assignment.

We will use the same rubric that has been used previously in evaluating your written papers.

Tentative Class Schedule and Activities

Week 1: 9/01/09 - "Getting to know you...."

- Introduction and overview of the course syllabus and requirements
- Evaluating the culture of your organization

Week 2: 9/08/09 - What should early childhood teachers know, do, and personify?

- Who am I as a leader?

- Am I a credible leader?
- NEYC Accreditation Standards and my role as a leader
- **READ:** “The Job of Directing”

Week 3: 9/15/09 - What are the current issues and trends?

- Reflect on the culture of your organization and what you would like that culture to become.
- Write and submit to me a thoughtful description of your organization’s culture. List at least 10 changes that you would like to implement.

Week 4: 9/22/09 – Sharing your culture

- Read: “Good is the Enemy of Great”
- Read “Level 5 Leadership”
- Read: *Who moved my cheese?*
- Be prepared to discuss those readings and apply the information to your job as director.

Week 5: 9/29/09 – Submit written assignment #1

- Read: “Do you have the will to lead?”
- Seriously reflect upon your answer to that question.
- Submit in writing the answer to the above question in light of making the changes you listed in your Week 3 submission.

Week 6: 10/06/09 – Staff recruitment and training

- Interviewing and hiring staff
- Developing a team oriented strategy for excellence in program operations
- Instilling staff responsibility and accountability
- Embedding professional development opportunities
- Using the “leadership diamond.”

Week 7: 10/13/09 – Submit written assignment #2

- Read: *The one-minute manager*
- Read: *Putting the one-minute manager to work*

Week 8: 10/20/09 – Fall Break—no class

Week 9: 10/27/09 – What we’ve learned so far in this course—a recap of information

- Mid-term exam
- Be prepared to discuss the readings from Week 7

Week 10: 11/03/09 – Submit written assignment #3

Week 11: 11/10/09 – Building and sustaining successful partnerships with families

- Read and be prepared to discuss:
 - “Do you Resent and Stonewall Parents? Matthew’s Line?”

- “The Administrator’s Role in Making Inclusion Work”
- “Family-School Partnerships: A Family Strengths Approach”

Week 12: 11/17/09 – Reflection on change

- Carefully reflect on the changes you have experienced this semester.
- Reflect on the changes that have taken place in your center.
- Submit a list of each of these

Week 13: 11/24/09 – Leadership

- Leading through marketing strategies
- Leading and time management strategies
- Leading staff to career longevity

Week 14: 12/01/09 – Submit Final Reflective Paper

Week 15: 12/08/09 - Evaluating our progress

- Leadership and advocacy

Week 16: 12/15/09 – FINAL EXAMINATION