Castleton University

Early Childhood Educators Institute
Summer 2021 Course Syllabus

The course objectives, expected outcomes, assignments, and readings for this course were aligned with Vermont child care program licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV and the endorsement standards for early childhood overseen by the Vermont Agency of Education. Specifically, this course was framed using the Vermont Core Knowledge and Competencies for Early Childhood Professionals, the Vermont Early Learning Standards, the Vermont Guiding Principles for the Full Participation of Each and Every Child, and/or the Vermont Core Teaching Standards. This syllabus was vetted for licensure and credential alignment by both the Agency of Education's Early Education Programs Manager and the Director of Northern Lights at CCV. Detailed information regarding that alignment is available upon request from the Castleton Center for Schools.

Course Title:
Professional Portfolio Development for Early Childhood Educators – Accelerated Model

Number of Credits: 3 graduate or undergraduate credits

Level: Graduate & Undergraduate
Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C11 (graduate) & EDU 4710 CFS12 (undergraduate)

Dates: July 20 – November 1, 2021.
This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom videoconferencing

It is strongly encouraged that students complete a Peer Review Portfolio Clinic through the Vt. AOE before this class begins (updated information about clinics are on AOE website). Please contact instructor for more information and to ascertain that you meet the qualifications for Peer Review.

Location: Online

Learning Management System or Technology Tools: Google Classroom

Instructor(s): Susan A. Torncello M.Ed. susanvt1028@hotmail.com   802-238-7958
Course Cost to Student: $375 for this 3-credit course. The institute fee is $200. Total: $575

Course Description: The course will guide students' understanding of all requirements of the Vt. Agency of Education's Peer Review Portfolio process and support their writing and documentation of Early Childhood Competencies and Vermont Core Teaching Standards, as well as student teaching equivalency. Students *must be eligible* to meet criteria for acceptance into Peer Review, *including a B.S. degree, related testing requirements (Praxis Core or equivalent scores) and meet all Core Standards and ECE Competencies.* The course will include required essay writing in class and through assignments to meet expectations of Part I, II, III of VT. Core Teaching Standards & ECE Competencies at 0-PK & K-3 levels. Coursework will reflect the *Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators* and embed Vermont's *Guiding Principles for the Full Participation of Each and Every Child*. Students will be shown examples of templates to inform their decision related to electronic platform choices (for creating and submitting their portfolio). Students will be guided in meeting the requirements of Peer Review's Student Teaching Equivalency, as well as other required aspects of the portfolio as outlined by Vermont's Agency of Education.

NOTE: Students <u>*must be eligible*</u> to meet criteria for acceptance into Peer Review, including a B.S. degree, related testing requirements; meet all Core Standards and ECE Competencies; and be willing to commit up to <u>*8-10 hours per week*</u> through October. *Please contact instructor before enrolling with any questions.*

Audience: Birth to Grade 3 educators

Course Goals: *(long-term, broad, achievable)*
~ Identify and translate the knowledge gained from experiential learning
~ Demonstrate an understanding of the processes for identifying college-level learning, including ways to use professional literature and theoretical frameworks for analysis of evidence.
~ Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives
~ Analyze, critique, and synthesize scholarly literature
~ Critically reflect on experiences related to acquired knowledge
~ Integrate appropriate technology competence into all aspects of teaching and building an electronic portfolio with embedded video
~ Embed *Vermont Guiding Principles for the Full Participation of Each and Every Child* in all curricula planning, assessment and writing.

Course Objectives: *(measurable)*
~ Write a resume and complete *a Competency Map* that documents your professional learning
~ Construct an *Evidence Chart* as required by AOE's Peer Review guidelines
~ Document and present early childhood education training and experiences
~ Complete a *draft* professional portfolio that fulfills Vermont's licensure criteria (with goal of Dec. 31st submission date to Vt. AOE).
~ Exhibit professional attributes and dispositions throughout the course and student teaching equivalency
~ Demonstrate ongoing reflective and collegial practice.
~ Maintain strong ethical and professional practice with attention to punctuality (in work place and with assignments)
~ Develop unit and lesson plan formats that are responsive to VELS and correlated to Common Core State Standards & Next Generation Science Standards (if applicable)

~ Differentiate learning encounters and instructional strategies to meet the developmental needs of all learners.
~Utilize authentic formative & summative assessment measures and student sampling strategies to inform child-centered curricula
~Maintain and write about exemplary ethical and professional practice.

Required Readings/Texts: (required texts not included in the course tuition)
There are no required texts, however, it is strongly encouraged that students complete a Peer Review Portfolio Clinic through the Vt. AOE __before__ the class begins (updated information about clinics are on AOE website).

Readings will be assigned before the 1st class, during the Summer Institute, and continually referenced throughout the course and Portfolio development. (A reading list will be posted on Google Classrooms 3 weeks before the class begins).

Other Suggested Readings/Texts:
Bredekamp, S (2017). Effective Practices in Early Childhood Education. Upper Saddle River,   N.J. Pearson
VT. Core Teaching Standards portfolio instructions tutorial
https://www.youtube.com/watch?v=OVVO04mce2o&feature=youtu.be
Peer Review Handbook http://education.vermont.gov/documents/educator-quality-peer-review-handbook
ALiS https://alis.edlicensing.vermont.gov

Assignments: Writing assignments of mid-process and final drafts must be clearly written, coherently organized, carefully copy-edited, typed double-spaced, have 1" margins all around, and a title. All effective writing takes place in a number of drafts, and each of your essays should go *through at least three.* Please use a word document for all drafts before transferring and uploading to an electronic format (of your choice). **NOTE**: *your instructor is **not** your editor; it's imperative that you find someone to act as your editor throughout this process. The Peer Review panelists will not accept spelling, grammatical errors*

Projects: *All course projects/assignments are required components of the Peer Review* process and will be used directly in your Professional Portfolio that you submit to the Agency of Education:
       Early Childhood Competency Map
       Vt. Core Teaching Standards *Evidence Chart* (if applicable)
       Personalized Learning Plan
       Student Teaching Equivalency Plan
       3 lesson plans (correlated to learning standards)
       1 unit plan (standards-based)
       12-15 minutes of video tape (in classroom contexts)
       Final draft writing of Early Childhood Competencies and Core Teaching Standards (if applicable)

Evaluation: Students are expected to meet all writing due dates to ensure that the Portfolio can be completed by October 31, 2021. Late submissions will result in a lowered grade. All portfolios will be reviewed in November 2021 by course instructor; *instructor feedback does not ensure acceptance by the Peer Review panelists.*

     Point Structure:

Engaged participation throughout the Institute	10 points
Assignments completed during the Institute	5
Personalized Learning Plan submitted by July 31th	5
Student Teaching Equivalency Plan (due Sept. 1st)	5
EC *Competency Map* completed <u>by due date</u>* (tbd August)	5
Vt. Core Teaching Standards *Evidence Chart* completed <u>by due date</u>**	5
2nd draft of EC Competencies completed by Oct. 15th (or sooner)	20
1st draft of Core Standards writing (with evidence) by Oct, 15th (or sooner)	20
3 lesson plans (that you'll use in your Portfolio) – standards-based with assessments <u>completed by due date</u>*	10
1 unit plan with AOE requirements included <u>completed by due date</u>*	10
Required video clips	5

Instructor will give ongoing feedback to students in regard to the quality of writing and to the degree that it represents a specific correlation to the ECE Competency or Core Teaching Standard. *Feedback by the instructor does not guarantee acceptance by the Peer Review panelists.* It is a representation of the *instructors' interpretation* of individual pieces of writing only.

Grading: Students will collect and evaluate their evidence of teaching and learning via a <u>Competency Map</u> and <u>Evidence Chart</u> (these will be distributed before the Institute begins). Based on their assessment in relation to required Portfolio criteria students will develop a *Personalized Learning Plan* that will guide their writing and professional development over the next 3 months. There will be targeted due dates for all required Portfolio writing (calendar will be developed amongst participants)

Grading Policy:
Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: http://catalog.castleton.edu/index.php

Academic Honesty Policy:
Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:
http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:
http://catalog.castleton.edu/content.php?catoid=23&navoid=2159

Transcript Request:
www.castleton.edu/transcripts