

UW-LA CROSSE CREDIT COURSE SYLLABUS

Course Title: 2018 Preserving Early Childhood (PEC). Building a Foundation of Equity: An Anti-Bias Approach
One credit / grad and undergrad option; \$110 for either grad/undergrad

Objectives:

- Collaborate among different conferences/topics to host a combined conference with emphasis on past goals and a new goals from Interesting Interests
- Build relationships and networks among schools and community partners related to 4K and special education
- Support leadership across the many sectors involved in 4K and community approaches
- Develop and support a cadre of leaders and change agents who understand the importance of partnerships and early childhood
- Provide tools to support quality improvement within communities and local programs
- Honor the diversity of the community “stakeholders”
- Provide resources to support community teams
- Connect two and four year faculty with current initiatives and resources and with colleagues in Wisconsin

Outline of course content:

The goal of the PEC conference is to provide opportunities for professionals to learn ways to promote and implement equitable practices in the early care and education field. Participants will examine the principles of anti-bias education, reflect upon their current practices, and collaborate with colleagues to implement practices that promote equitable learning opportunities for all children. Featured Speaker: **Julie Olsen Edwards** co-author of the book *Anti-Bias Education for Young Children and Ourselves* will be presented on Wednesday morning, followed by workshops, networking and facilitated discussion. Thursday morning will focus on Wisconsin specific data and how it can be used to inform practices to equalize outcomes for Wisconsin’s youngest children.

Instructional methods: Conference format: Large and small group discussion; use of video and printed materials; small group/partner activities/roundtables; lecture presentations.

Course requirements:

1. **Attendance** at two of the three-day sessions (Preconference, Day1 and/or Day 2)
2. **Summarize keynote presentation(s)**
3. **List titles of breakout sessions you attend and provide a summary of each** that includes 1) main ideas, 2) concepts or ideas presented that were new to you; and 3) previous beliefs you have that were reinforced or challenged. Highlight any ideas you plan to implement or do further research on.
4. **Select a professional development resource** which promotes best practice relative to a session or sessions you attended; write a 1-2 page description/summary. (see grading rubric)
5. **GRADUATE CREDIT ONLY: 1 thru 4 above plus - Develop an action plan** for how you will incorporate new knowledge/concepts and best practice into your professional roles/responsibilities. In your plan, include the following elements:
State your goal or anticipated outcome; develop a timeline (steps you’ll take); describe what your evidence will be to measure success; list needed resources; your plan in relationship to regional goals/actions (see grading rubric).

Assessment (include rubric when possible):

Course total: 100 points for <u>graduate credit</u>	Course total: 80 points for <u>undergraduate credit</u>
93%-100% A	93%-100% A (80-74)
88%-92% AB	88%-92% AB (73-70)
83%-87% B	83%-87% B (69-66)
78%-82% BC	78%-82% BC (65-62)
73%-77% C	73%-77% C (61-58)
65%-72% D	65%-72% D (57-46)
Below 65% F	Below 65% F (less than 46 points total)

Rubric for keynote presentations

Descriptors	Proficiency Levels	Your Score
Clearly written summary of keynote's message on both days	10-thorough and complete 5-limited description 0-incomplete	
Description includes: 1) main ideas 2) new concepts or ideas presented (if any) 3) previous beliefs that were reinforced or challenged	5-thorough and complete 3-minimal information 0-incomplete	
Good use of spelling, grammar, punctuation, and sentence structure	3-well written 1-few errors 0-many errors	
TOTAL SCORE	Possible score: 18 points	

Rubric for breakout session summaries

Descriptors	Proficiency Levels	Your Score
<u>Clearly</u> written description and/or summary of session attended.	5-thorough and complete 3-minimal information 0-incomplete	
Description includes: 1) main ideas 2) new concepts or ideas presented (if any) 3) previous beliefs that were reinforced or challenged	5-thorough and complete 3-minimal information 0-incomplete	
Good use of spelling, grammar, punctuation, and sentence structure	3-well written 1-few errors 0-many errors	
TOTAL SCORE	Possible score: 13 points per session/3 sessions = 39	

Rubric for professional development resource review

Descriptors	Proficiency Levels	Your Score
<u>Clearly</u> written description and summary of selected resource	10-thorough and complete 5-limited description	

	0-incomplete	
Includes a personal response and expresses an opinion on resource content/application/usefulness	10-thorough and complete 5-minimal information 0-incomplete	
Good use of spelling, grammar, punctuation, and sentence structure	3-well written 1-few errors 0-many errors	
TOTAL SCORE	<i>Possible score: 23 points</i>	

Rubric for (#4 above) action plan

Descriptors	Proficiency Levels	Your Score
Contains all 4 required elements of action plan (goal/outcome; timeline; evidence; resources)	10-thorough and complete 5-limited 0-incomplete	
Action plan is practical/realistic; clearly demonstrates application of conference and article content; includes how this will or will not connect to a regional plan (reflects Regional Meetings discussions, Day 1)	10-thorough and complete; shows regional connections 5-partial application; somewhat realistic 0-incomplete	
TOTAL SCORE	<i>Possible score: 20 points</i>	

Course Logistics

- Instructor of Record: Jen Kalis, MSE/NBCT. Submit assignments to jkalis@lacrossesd.org
- Location: Holiday Inn - Stevens Point, WI
- Course dates & times (specify how all 15, 30 or 45 hours will be spent): February 27 (Preconference) and February 28 & March 1, 2018
- End date of course (date by which all student work will be submitted/evaluated): **Saturday, March 17, 2018**