

Professional Development Credit Council
Proposal Application for *Full-Day Kindergarten Institute*
Cover Sheet

1. Course/experience title: **Full-Day Kindergarten Professional Development Institute**
2. Proposal authors: **Guillermina Engelbrecht & Cathy Gutierrez-Gomez**
Address: **COE, Hokona Hall, Rm. 288** City/State/Zip **Albuquerque, NM 87131**
Course/Experience Instructor/Facilitator: **Engelbrecht & Gutierrez-Gomez**
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3. Date submitted: **March 31, 2004**
4. Course/Experience to be offered (dates) **June 1-11, 2004 and 1 day in September**
(Date to be determined)
5. Physical location course/experience will be offered: **UNM Rotunda**
6. Credit hours anticipated: **6 credit hours**
7. Instructor paid by Continuing Education? _____ Yes **X** No _____ Other
8. Have you ever offered this course/experience before: **X** Yes _____ No
If "yes" please indicate name of course/experience and date previously offered:
Summer Full-Day Kindergarten Institute, June 16-27, 2003 and Sept. 6, 2003
Evaluations will affect future course approvals.
9. If this course is to be offered for graduate degree credit, has the facilitator been approved by the Office of Graduate Studies for graduate instruction?
a. **X** Yes b. _____ No

The PDCC meets the 4th Wednesday of every month. Proposals must be submitted in a timely fashion. Proposals not received by the Friday prior to the meeting will not be reviewed by the Council until the following month.

Course/experience proposals must be received in this office six weeks prior to the start date of the course IN ORDER TO INSURE APPROVAL.

Course/experience evaluations from prior course offerings must be received in this office before any re-approval requests may be submitted.

Every PDC syllabus shall include the following statement: **PDC courses may qualify for graduate degree credit. To do so, the student must have the course approved by the appropriate degree-granting unit as part of a program of studies. The student should check carefully with the degree-granting unit before assuming credit will be counted toward a degree.**

Proposal Application Professional Development Credit

1. Describe the content of the course/experience

The faculty will include professionals and experts in the field with various degrees of involvement. There are UNM faculty (Guillermina Engelbrecht, Cathy Gutierrez-Gomez, Leslie Poynor, David Atencio, and two others to be confirmed); Albuquerque Public School professionals (Sophie Bertrand, Ellen Cromer, Shari Doyon, Pam Kerkmans, Mimi Stewart, and Heather Vaughn); UNM graduate assistants (Michelle Croadsdell and Ken Moore); and other community professionals (Olivia Rivera and Tim Burns). In addition, Kathleen Hayes from Bank Street College will provide one guest lecture.

The Kindergarten Institute for 2004 is designed to include the following:

- Collaboration between UNM faculty and APS administrators and teachers
- Inclusion into the Institute of other districts in New Mexico
- Teachers recognized for their excellence participating in the instruction and sharing of best practices in collaboration with the faculty
- Integrated curriculum project
- Focus on classroom action research
- Focus on meeting standards while addressing developmentally appropriate practice
- In-depth study during the rest of the summer, as well as further discussion of the topics in September
- Ongoing on-line communication
- Independent study model

2. Pedagogical Strategies

Daily seminars; teaching and learning interactions; professional readings; reflection and sharing; large and small group discussion groups; large and small group activities and feedback groups; classroom observation and recording; and electronic chat groups.

3. What is the significance of the course/experience for the participants

The goal of the advanced Professional Development Program is to help teachers create and maintain a developmentally appropriate, child-centered environment constructed around contemporary information about children's learning and development. We expect teachers to create a classroom-learning environment that can meet and exceed state curriculum standards leaving no child behind in their cognitive, physical, social, and emotional development.

Participants will enter into an intensive study and dialogue about what is best practice for teachers of young children and what that means in public school settings. Participants will explore the topics "How Children Learn," "The Role of the Teacher," and "Communication and Advocacy." The focus is to develop and maintain a high quality full-day kindergarten program.

We expect that the participants will be able to identify the major elements of how five and six year old children construct meaning. We will utilize theoretical frameworks and experts in the field to help participants understand the environment, brain development, cognition, play, and social development. We expect the participants to understand and plan their classroom curriculum around why and how the five and six year old children interact in the way that they do.

A second focus to be addressed is the role of the teacher, which we have identified as a pillar of the full

day kindergarten program. The teacher must know her/his role in the classroom in order to know when and how to scaffold learning and what to assess. The teacher must know developmental theory, play theory, and stages of literacy development in order to create the optimal learning environment for young children.

A third focus of the Institute is the role of Advocate for the early childhood teacher. The professional knowledge of the early childhood field must be articulated to administrators, peers and parents. Advocacy and articulation are critical in order to maintain the dignity of the professional understanding of how children learn best and why high quality kindergarten programs are integrated, play-based environments.

A final goal that we as a program are hoping to achieve is tied into the yearlong aspect of the institute. We are hoping that through the cohort model of the program and the utilization of peer interaction we can help to create a mentorship program where the 30 teachers can become resources in the district for other early childhood professionals and for other kindergarten teachers.

4. Assessment Procedures

- a. As a part of initial screening for the Institute, we ask applicants for a set of baseline questions which are used for selection, for example, *How do you think young children learn? What is the optimal learning environment for young children? What is the most important aspect of a kindergarten curriculum?*
- b. Documentation of participants' work will include samples of their classroom activities, photo/video recording, classroom environment designs, classroom observation, and field notes.
- c. An ongoing evaluation will be conducted daily in informal anonymous feedback system. (Please see point 7.) Also, a formal evaluation questionnaire will be obtained at the end of the Institute in June, and again in September.

5. Evaluation Process

Participants will be required to complete brief daily evaluations. It is expected that by giving them the opportunity to reflect and give immediate feedback we will be able to address concerns or incorporate their feedback in other ways. These evaluations are reviewed each evening and brought back to the group the following day. Daily evaluations will also provide the KI committee with valuable information for future planning.

6. Time-line

The dates for the Kindergarten Institute are set for June 1-11, 2004, and a day in September, to be determined. Participants will attend daily from 8:00 AM to 5:00 PM, Monday through Friday.

8 hours per day: 10 days x 8 hours = 800 x 60 = 4,800 minutes
Total clock hours = 80 hours
Total credit hours = 6 hours

7. Key Resources

- Adams, M. J., Foorman, B. R., Lundberg, I. & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore: Brookes Publishing.
- Fromberg, D. P. (1895). *The full day kindergarten: Planning and practicing a dynamic themes curriculum*. New York: Teachers College Press.
- Hayes, K. & Creange, R. (2001). *Classroom routines that really work for PreK and K*. New York: Scholastic.
- Hubbard, R. S. & Power, B.M. (1993). *The art of classroom inquiry: A handbook for teacher-researchers*.
- Owocki, G. & Goodman, Y, (2002). *Kidwatching*. Portsmouth, NH: Heinemann.

Seefeldt, C. & Wasik, C. (2002). *Kindergarten, Kindergarten*. Boston: McGraw-Hill.

Additional: Handouts and professional articles.

8. Background/credentials

Guillermina Engelbrecht is Regents' Professor in the College of Education and Director of the Latin American Programs in Education. She has extensive teaching experience from kindergarten through post-graduate education both here and in numerous countries including Australia, Bolivia, Canada, Mexico, New Zealand, Paraguay, and Tonga. She earned undergraduate degrees in Education and Spanish Language and Literature in Mexico. She received her Master of Arts and Ph.D. degrees at Arizona State University in Tempe, Arizona. Her primary research interests and publications are in the Sociolinguistics of Literacy, Multicultural Education, and Teacher Education. Since 1973, she has been a consultant-evaluator and Commissioner-at-Large of the Higher Learning Commission of the North Central Association of Colleges and Schools. She is a member of numerous professional associations in the field.

Cathy Gutierrez-Gomez is Assistant Professor in the Early Childhood Multicultural Education (ECME) Program. She was part of the faculty in the 2002 and 2003 Institutes, as well as an active participant in the planning and implementation of the both Institutes. Cathy has contributed to the development of the practica and student teaching courses in the Early Childhood Multicultural Education program at UNM. She has over twenty years of experience in the early childhood education field which includes several years of teaching experience in preschool and Head Start. Her responsibilities with the ECME program include working with students and cooperating teachers throughout APS and surrounding school districts. She is involved on several different task forces and community groups that address critical issues in early childhood education, including the Higher Education Task Force and the APS Early Childhood Collaborative.

The Full-Day Kindergarten Institute was originally planned as an initiative of the Professional Development Institute in the College of Education and the Albuquerque Public Schools Teaching and Learning Systems Office. More than 150 leaders and professionals in the field were interviewed or surveyed in a focus group format in order to determine the trends the planning group should consider in the selection of content for the Institute. The Institutes have been generously supported by grants to the Dean of the College of Education by the McCune and Wells Fargo Foundations.

9. Option: If you anticipate a “product” at the end of this experience, such as portfolios, written articles, etc., would you be willing to send a part of that product to the PDCC in order for us to share and expand our vision of Professional Development?

Yes, students will be required to prepare an integrated curriculum plan that will include a philosophy statement and samples of their individual and group work.