

Application for Paid Sabbatical

(Faculty Professional Development Long-Term Leave)

Please review guidelines and criteria before completing this application

Outline:

Part I - Applicant Information

Part II – Guidelines for Sabbaticals and Applicant Statement

Part III - Leave Information

Part IV - Division Chair Impact Statement

Directions:

Submit your proposal by email as a PDF to fpd@lanecc.edu before the deadline.

Note: Model proposals are available online, and mentors are available on request.

I. Applicant Information:

Name: Bev Hickey

Department/Division: Child and Family Education

Email address: hickeyb@lanecc.edu

Ext.: 5530 Home phone: 541 – 484-4138

FTE: .71

Years at Lane under contract: 17 Previous paid sabbatical leave dates (if applicable): _____

of terms of paid sabbatical leave awarded in the past: 0 # of years since last paid sabbatical: _____

Term(s) requested: Fall ___ Winter: ___ Spring: 2013___

Sabbatical Project Title: The Reggio Emilia Approach to Early Learning: An Investigation of Its Implementation in a Sampling of California Schools

Leave Location(s): California

II. Guidelines for Sabbatical Awards and Applicant Statement:

Important note:

Please remember that sabbatical awardees are required to submit a written report and make an oral presentation.

Written report:

Your written report must be submitted within two months following your return from sabbatical leave. Please submit your report as a Word document or PDF attached via email to the Faculty Professional Development Coordinator. Written reports should include a thorough review of the objectives of the sabbatical along with a detailed discussion of outcomes of the project and how the goals were met during the research/project process as well as an explanation of any significant changes you made to the approved sabbatical plan.

Written reports will be filed with the Sabbatical Committee and the appropriate vice president and will also be published and available to the public on the Faculty Professional Development website.

Oral presentation:

An oral presentation is required. The presentation will be approximately 10-15 minutes with an additional 5 minutes for questions and answers. If you would like to use any AV equipment, please contact the Faculty Professional Development Coordinator in advance. Presentation time is limited, so oral presentations should summarize all sabbatical activities. All college employees will be invited to attend the oral reports, and all reports should exemplify professionalism and clearly demonstrate a worthwhile use of professional development funding.

Optional presentations:

In addition to the required oral and written reports, you may choose to do an extra report. Please contact the Faculty Professional Development Coordinator to arrange any of the following:

_____ Extended report or Academic Colloquium: (45 minutes + 10 minute questions and answer session)

__XX__ Department presentation: Presentation of any length to department/division colleagues

Professional Activities Funding:

If you have funds left in your rolling three-year Professional Activities (Short Term Leave) balance, you may apply separately to the Professional Activities committee to cover sabbatical related travel expenses. **Please remember that you must apply for funding for travel in advance.**

I have read the guidelines, and I understand them. If accepted, I agree to complete the sabbatical project as described in my application as well as the written and oral reports. I will contact the Faculty Professional Development Coordinator if I am unable to complete any portion of my proposed plan or if

Application for Paid Sabbatical, Spring 2013

Bev Hickey

Child and Family Education Division

III. Leave Information

Reggio Emilia and Early Childhood Education Programs

I. Intent and Plan

I plan to spend Spring term 2013 investigating how the Reggio Emilia philosophy of education is being integrated into other types of early childhood education (ECE) programs. I will visit a representative sample of the following: two year college programs with an on site lab school, two year programs with off site lab school, four year college programs with on site lab school, and community preschools. I will observe and research how this philosophy and its accompanying “emergent” curriculum is being used and taught in early childhood programs for students interested in becoming early childhood educators.

Background:

In 2007 the Early Childhood Education program at Lane Community College was removed from the Family and Health Careers Division and placed in a newly created division called Child and Family Education. All programs involving the care of children on campus were now under one division. This included the Early Childhood Education degree program and on site lab school, the campus cooperative child care center and Family Connections of Lane and Douglas County, the resource and referral agency based on Lane’s campus. Also at this time an instructional redesign began which included a pedagogical shift in the lab school curriculum which would be used in all the on campus programs for children at Lane and in the Early Childhood Education classes offered to the adult students. This pedagogical change was to move from a “theme” based curriculum for children to a more “emergent” curriculum. One of the best examples of an emergent curriculum in the field of Early Childhood Education is found in the programs known as “Reggio” programs, which are based on a philosophy of learning developed in the Italian town of Reggio Emilia after World War II.

Reggio Emilia gained national attention in the 1990’s when Time magazine did an article on the ten best schools in the world. In that article the schools that had been developed in northern Italy after the devastation of the war were described. The community of Reggio Emilia had

come together in a very purposeful way to determine a different form of education in hopes of creating a revolutionary new kind of society. Loris Malaguzzi, a philosopher, began to articulate the goals for a system of education that would focus on allowing the child to be the “protagonist”, the leader of his/her own educational interests. Publicly funded schools beginning with children when they were infants were developed to provide aesthetically pleasing spaces in which a child could learn, with teachers as facilitators following the interests that “emerged” from the child. This system began to be of interest to early childhood educators in the United States in the mid 1990’s and has become part of the pedagogy that adult early childhood students learn about in their curriculum classes. It has also been adopted as a philosophy by early childhood programs for young children.

I began learning about the Reggio approach and teaching about it in my classes at Lane after I came here 16 years ago. It was at that time seen as an “alternative” philosophy, similar to the way the philosophy of Maria Montessori might be viewed. The lab school at Lane was then using a “theme” based approach which revolved around teacher chosen topics such as apples in the Fall and the color orange in October. Upon the hiring of a new Early Childhood Education coordinator in Fall 2003, the early childhood program began to explore updating the curriculum that was being modeled in the lab schools and taught in the adult early childhood classes for ECE students. This process has not been easy but continues to move forward. All 4 ECE faculty now use this emergent, Reggio based approach in their classes and the Child Development Center staff have begun to follow this curriculum model in the lab school. It has however been a challenge for all to teach students how to integrate the emergent philosophy into their own teaching philosophy. It has been a challenge to meet the student learning goal of “designing and effectively using classroom environments that maximize children’s abilities to make choices, explore personal power, develop empathy and caring behaviors, learn responsible roles for the classroom and appropriate relationships with others” (page 102 of the Lane college catalog) in view of the pedagogical switch. This is the reason for using the Reggio inspired, emergent model as the basis for my sabbatical investigation and research.

As the faculty and staff of the Early Childhood program at Lane move closer to a genuine emergent, Reggio inspired curriculum a number of issues have come up. Some of these issues have to do with the challenges that an emergent curriculum poses for early childhood education student teachers in the lab school who must submit plans several weeks ahead of time for approval before they implement their plans. Another challenge has to do with the fact that the majority of the child development staff have not been formally trained in Reggio curriculum. The ability to carry out an emergent curriculum requires a level of commitment

and complexity that can be a challenge given the demands on most teachers of young children in a busy classroom.

The purpose of my sabbatical will be to see how other places take on this challenge. I want to observe in several different kinds of programs to gather specifics about how the philosophy of Reggio Emilia is being explored and used in their programs.

I want to visit other early childhood programs in California specifically to see how they are using the philosophy of Reggio Emilia. I have chosen California because they have a long history of excellent early childhood instruction and because of the ease in which it will allow me to visit a number of programs in a relatively close geographical area. The large number of different kinds of early childhood programs in California and the diverse population they contain will allow me to easily observe several examples.

In visiting a sampling of other early childhood programs in California I will schedule interviews with Early Childhood Education faculty at those sites that are on a college campus. I will observe in their classes and take notes in the classes that they teach for adult students for one to two days in each place. I will investigate and collect specific examples of the ways in which they integrate the Reggio philosophy into their classes looking at objectives listed, readings assigned, assignments given, and other materials that have a Reggio focus. I will observe in classrooms for children, noting the set up of the environment (using a new environmental assessment tool discussed later), the training given to staff, the projects followed by the children, the documentation displayed, the observations collected on the children and the family involvement.

I will also be recording in a daily journal and reflecting on these visits.

I will be conducting a literature review during my sabbatical in order to personally and professionally understand the history and implementation of the Reggio philosophy in Italy, the United States and internationally. I will be developing a bibliography to inform the students in the Early Childhood Education program, the Child Development Staff and Early Childhood Education faculty for future trainings and reference. This is a document that we currently do not have prepared and is much needed.

I will be connecting with on line resources that provide insight into the Reggio method and the ways it has been used in school programs.

Goals:

The overall goal for this project is to observe first-hand how other early childhood education programs implement the Reggio Emilia philosophy of education. I am choosing several different kinds of programs that will allow me to see the variety and wealth of ideas being practiced with real staff and real children. I will be reading and studying books and articles describing the philosophy, methods and pedagogy and then I want to take it a step further and see how others are putting this into practice. The goal is for me to be able to bring back to my work at LCC specific techniques that I can use in my own classes to instruct Early Childhood students in, as well as have an array of examples to use when demonstrating how the Reggio philosophy works with young children. Another goal is to have this practical information available to share with the other faculty in our department, the director of our child development center, the staff of our center and the families of children in our center. Beyond that I have a number of contacts in the community with which I can share this information including our Early Childhood Education Advisory board, other organizations in the community who work with young children like EC CARES at the University of Oregon and other child development centers in our local area.

A specific goal of this project also is to help move our department and our child development center into a truly Reggio inspired program with a much clearer understanding of what the philosophy entails and how it can be modeled to aid adult student learners to complete the learning outcome of “planning and carrying out developmentally appropriate curriculum activities for children, ages infants through kindergarten” (page 102 in the Lane college catalog).

Activities and Timelines:

The following is a general discussion of the main activity areas I am proposing: conducting observations at a representative sample of early childhood programs in California researching how they are integrating the Italian model of education (Reggio Emilia) into their programs, reading and reviewing academic and scholarly publications about the Reggio Emilia approach, and doing daily journaling about my visits and my reading. A more detailed timeline is attached as Appendix I.

Program Visitations. I have identified 10 early childhood programs (Appendix II) that I will choose from in order to do on-site visits. Many of the programs are close to each other geographically so several will be possible to visit in a week to two week period. I have chosen a variety of different kinds of programs to observe including, as mentioned earlier, programs at other two year colleges, four year colleges, some of which articulate with the two year college

programs, programs that have on site lab school components, programs that have off site lab schools, programs that include infant and toddlers in their programs and community based programs which do not have an affiliation with a college campus.

At each of the programs I will be conducting interviews with adult staff and faculty (if applicable) and doing direct observations with note taking in adult classrooms and classrooms with children. I will schedule interviews with early childhood education adult students also. I plan on collecting information about the classrooms for children using the Rating Observation Scale for Inspiring Environments (ROSIE) published by Gryphon House Books in 2010. This assessment tool is a significantly more updated measure than previously published classroom environmental rating scales and is much more aligned with the Reggio approach to aesthetically pleasing spaces for children. Using the checklist will help me to quantify and collect specific data from each visit and allow me to identify specific environmental elements that demonstrate the integration of Reggio inspired classroom principles. I will be taking many photographs of the early childhood classrooms since Reggio inspired programs strive to be places “which reflect the ideas, ethics, attitudes and cultures of the people who live in it” (Loris Malaguzzi). I will collect “lesson” plan samples and forms used by the program to see how the Reggio philosophy is integrated into daily planning. One of the tenants of Reggio documentation is to show “learning made visible”.

Preparation:

Winter 2013

I will continue to contact the schools and programs listed in Appendix II in order to schedule my visits. I may add schools as I find out about more programs in the surrounding areas. I will set up 1-3 day visits in order to observe in the classrooms and conduct interviews with staff. I have chosen programs that I am familiar with by name in that I have read about them in a journal, textbook or article or have had contact with one of their teachers or staff at a national conference. I have chosen programs that are long lasting, have had a history of high quality and a commitment to early childhood education, children and families.

Professional research:

I also will spend between 4 and 10 hours each week, (variable) doing professional research. Much has been written about the Reggio Emilia approach to early childhood education, first by

the Italians and then by U.S. authors and others around the world. I have prepared a working bibliography (see Appendix III) that includes work that discusses theory and practical application of the method. The books and articles chosen also focus on how to communicate effectively this approach to beginning students and staff.

I will create a literature review from my research which will serve as a resource for my own teaching and for the other faculty in my department who teach about Reggio principles and curriculum, as well as our child development staff, the Lane Family Connections staff, parents and visitors to our center.

I also plan to attend at the end of my sabbatical time the National Institute for Professional Development, a conference sponsored the National Association for the Education of Young Children (NAEYC). This is an organization that I have been a member of since I was in college and is the largest organization of Early Childhood Educators in the United States. I have never attended the professional institute before. It is a smaller conference targeted specifically at Early Childhood professionals that train and teach adult students. Although the specific theme for this conference has not been published yet, all of the professional institutes are “a smaller gathering designed for professionals who prepare, mentor and train early childhood professionals. Participants explore the expanding early childhood knowledge base, develop skills that improve professional preparation and practice, and discuss effective, active learning approaches for adults”. (NAEYC web site NAEYC.org). It is very likely that emergent, Reggio inspired curriculum approaches will be included in the workshop offerings.

II. Growth

This sabbatical will allow me to continue my growth as an Early Childhood Education professional by giving me the opportunity to see in person how a variety of other Early Childhood programs are integrating and using the Italian philosophy of education known as Reggio Emilia. It will allow me to go to the next level in examining this approach. It will increase my ability to design lectures and classroom exercises that will encourage ECE students to apply it in their own teaching. It will allow me to analyze the approach more deeply by studying a greater variety of the literature written about Reggio, along with seeing the philosophy being practiced by other well known and established Early Childhood programs. I desire to see how this fascinating approach can be actualized. It has been difficult for me and for the rest of the Early Childhood faculty and staff to apply the principles of the Reggio approach on a daily basis in our lab school. It has been a challenge to communicate with students, and staff who model for students, how to implement this approach in the classroom. We have spent the last several years refining our understanding and communicating our desire for this change. The time I will have observing and researching other programs and the extent to which they have integrated

the Reggio philosophy will allow me to articulate a more in-depth vision for our program. I will also have a wealth of examples to bring back for application to my work as a faculty member. It will allow me to grow professionally by giving me the opportunity to study others means of application which will provide me with a more complete and unified vision. This in turn will allow me to provide more clarity in my teaching of the method and more clarity to our program.

III. Relevance and value to division, dept. discipline, program, profession, students and/or college

As already mentioned the Child and Family Education department, the Early Childhood Education two year degree program, and the Lane Child Development Laboratory Center all continue to refine our application of an emergent, Reggio inspired curriculum. My sabbatical will provide information and resources for all of these populations of people. I will be able to discuss the ways in which others have implemented the approach with student learners and with my faculty colleagues. I will teach about the method with more sophistication and understanding to my students in the courses that I teach, specifically Introduction to Early Childhood Education, Observing and Recording Young Children's Behavior, Infant and Toddler Development, Infant and Toddler Environments, Creative Activities for Young Children and The Exceptional Child/Children with Special Needs. In each of these courses Reggio principles and emergent curriculum apply. The Reggio approach addresses and focuses on how to carefully observe children for curriculum interests, how to inspire aesthetically beautiful environments for children, how to provide an inclusive community for diversely-abled children and how to use the arts as a central focus for creative expression for young children. All of these concepts will inform my teaching with my students and the staff of our classrooms for children.

In addition I have a number of relationships with other Early Childhood professionals in our community who I will share my information from my sabbatical with. In this way my involvement with the discipline of Early Childhood Education will be furthered. I have presented in the past at state and local conferences for the Oregon Association for the Education of Young Children (OAEYC) and the Oregon Association of Child Care Directors. This could be an avenue for sharing about my sabbatical research. I am a member of our ECE advisory committee which meets twice a term. This will be another place in which to share about my study, in particular with members of the ECE workforce and employers of ECE students. The ECE degree program is a professional/technical program so our advisory committee is made up of a number of potential employers. We are also part of College NOW which is another place where I might share about my research with the high school team of teachers who participate.

IV. Choose one of the College core values or strategic directions and explain how this activity is relevant. Include on a separate page limit to ½ typed page (10 points)

Diversity. The Reggio Emilia method models an approach that respects diverse learning, integrating children with special needs into the classroom along with multilingual, multicultural children and families. All children are encouraged to follow their own interests and pursue projects that are meaningful to them, which in and of itself provides for a range of abilities and perspectives.

Innovation. The Reggio Emilia approach to Early Childhood Education is in itself an innovative approach to working with young children. It encourages children and teachers to think outside the box about topics that are intrinsically interesting to the child him/herself. Learning more deeply about the method will allow me to provide support and encouragement to be innovative with my early childhood education students and to the Lane Child Development staff who work with our young children. The Reggio philosophy, when implemented genuinely, speaks to helping to form a more child-initiated and child-focused unique learning of longer term projects and investigations, with the goal of helping to create innovative learners. The method provides inspiration to children as well as adults and will demonstrate the possibilities of a non-traditional education system and understanding.

Collaboration. Collaboration is also at the heart of the Reggio Emilia emergent approach to early childhood education. Teachers are trained to be in tune with each other and with the children that they work with. They also collaborate with the families that they serve and the community in which they live. Constant conversation happens between all groups. It is a model for collaboration. Teachers meet daily and weekly to collaboratively plan for the environment that they provision for children and to discuss observations that they have done on children. This collaborative approach is one that our department is working on as a model for our lab school. The degree of collaboration that the emergent model requires could perhaps be called “education at its best” and is a model which sets the bar very high for all of us who desire to create the highest quality of early childhood education training for students and children and their parents.

V. Evaluation and Dissemination

In addition to the written sabbatical report and oral presentation during Fall inservice, I will have many opportunities to share with other faculty and colleagues. I will share with my department in our weekly scheduled brown bag meetings. Each Fall the ECE faculty prepare an inservice training on student learning for the entire Child Development Center staff. I will plan on presenting about my sabbatical at that time also. I will share at our Advisory committee meetings which include faculty outside of my department. I will share with colleagues in the community through presentations at conferences.

I will evaluate the success of my sabbatical project by looking at the information that I will compile for my students, the other faculty and the Child Development staff. This will include a comprehensive annotated bibliography about the Reggio method. I will have a slide show presentation compiled from the pictures that I take from my school visits. I will evaluate these materials by the usefulness that the students and staff find in understanding the method more clearly and their ability to apply the approach in their work with young children. I will evaluate the success of my project in my daily reflections written in my journal of my visits and by examining the collection of materials from the programs that I visit. I will evaluate my success by analyzing the forms and assessment measures that I bring back to Lane from the programs I visited.

Appendix I: Timeline

This time line details a more specific schedule for project activities. It is preliminary and subject to change depending on the schedules of the programs that I will be visiting and travel arrangements.

Date	Activities
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Winter Term 2013.	Contact schools for visits and arrange for interviews with staff. Make travel arrangements.
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Spring Term 2013	
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4/1/2013 to 4/5/2013.	Visiting. Visit Bing Nursery School on the Stanford University Campus. Do on-site observations of preschool classrooms, conduct interviews with teaching staff, conduct interviews with faculty. Take photos of classroom environments, inside and out. Research. Read articles written about the Reggio approach by Loris Malaguzzi, the founder, and other historical documents listed in my bibliography by Italian authors. Reflect on this visit and readings in my daily journal.
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4/8 to 4/12.	Visit Canada Community College's Early Childhood Education program. Conduct on site observations of off site lab school. Take photographs of classrooms documenting specific elements of a Reggio environment. Interview child development staff. Observe in Early Childhood Education classes at the college and interview faculty. Collect samples of lesson plans, course syllabi, philosophy statements, curriculum statements. Continue reading from the bibliography about introduction of Reggio into the United States. Reflect on readings and observations in daily journal.
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4/15 to 4/19.	Visit the University of California at Davis on-site lab school. Do classroom observations, take photos, conduct interviews. Visit another Sacramento area Community College and do observations of classrooms, take photos and conduct interviews. Continue reading about ways in which Reggio has been applied in child development schools in the United States. Reflect and write in daily journal.
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4/22 to 4/26. Read books written on curriculum adaptations and challenges in Reggio literature and reflect in written daily journal.

4/29 to 5/3. Visit Skyline Community College. Do observations of off site lab school, observe in college early childhood classes, interview faculty and student teachers and child development staff. Reflect in daily written journal.

5/6 to 5/10. Visit Cabrillo Community College. Do observations at on site infant and toddler lab school. Interview staff, take pictures of classrooms, observe in college curriculum classes and early childhood education classes. Collect curriculum samples, philosophy statements, lesson samples, documentation panels and other materials related to the Reggio Emilia approach. Read from bibliography selections on training materials for Reggio students. Reflect in written daily journal.

5/13 to 5/17. Read from prepared bibliography. Begin to collate and summarize observations from visits already accomplished. Visit and gather information from on line web sites about the Reggio approach.

5/20 to 5/24. Visit San Diego area community colleges (Grossmont, Cuyamaca). Observe on site, conduct interviews, collect samples, take photos. Read and reflect in daily journal.

5/27 (holiday) to 5/31 Visit the Google Children's Center in Mountain View, California. This center will be the site of the Reggio Winter conference in February 2012. I will observe using the ROSIE assessment scale in the classrooms for children, and conduct interviews with staff and parents. I will take photos and collect samples of projects and documentation panels. I will record in my daily journal.

6/3 to 6/7. Visit San Francisco Reggio Emilia School. Observe classrooms, conduct interviews with staff, take photos of classrooms, document panels, interview parents if possible. Continue reading from bibliography and reflect in daily written journal.

6/10 to 6/14 Attend the [National Institute for Early Childhood Professional Development](#), hosted by the National Association for the Education of Young Children. The 2013 Institute will be *June 9-12, San Francisco, CA*.

Appendix II: Potential School Visits

Name/Address	Type
<p>Bing Nursery School</p> <p>Stanford University's on site lab school</p> <p>850 Escondido Road Stanford, CA 94305</p> <p>http://www.stanford.edu/dept/bingschool/</p>	<p>University Lab School</p>
<p>Canada Community College</p> <p>Cañada College, 4200 Farm Hill Boulevard, Redwood City, CA 94061 (650) 306-3100</p> <p>http://canadacollege.net/canece/index.html</p>	<p>2 year college Early Childhood Education program</p> <p>Off site lab schools</p>
<p>Skyline Community College</p> <p>3300 College Drive, San Bruno, CA. 94066</p> <p>http://www.skylinecollege.edu/</p>	<p>2 year college ECE program</p>
<p>Cabrillo Community College</p> <p>6500 Soquel Dr. Aptos, CA. 95003 (831)479-6100</p> <p>http://www.cabrillo.edu/academics/ece</p>	<p>2 year college ECE program</p> <p>On site infant and toddler lab school</p>

Grossmont Community College

2 year college ECE program

On site lab school, Reggio inspired

8800 Grossmont College Dr. El Cajon, CA. 92020 (619) 644-7000

Contacted director, Kristin Zink, 11/16/2011. Director responded 11/17/2011 and welcomed my potential visit in 2013.

Other San Diego area community colleges. In preparing for this application I have located a list of other colleges and early childhood programs in the San Diego area who use the Reggio Emilia approach and I plan on choosing one or more from that list that is in close proximity to Grossmont College. One such college is **Cuyamaca Community College** in El Cajon, CA.

University of California at Davis

4 year school ECE program

Davis, CA.

on site lab school

Sacramento City College

2 year college ECE program

Reggio Inspired lab school

Google Children's Center

Child development center for Google employees

Mountain View, CA.

Reggio Inspired, host for Winter 2012 Reggio Emilia conference

San Francisco School

Community preschool

Presidio Preschool

Reggio project begun in 2000 in conjunction with Mills College

Appendix III: Bibliography

Book- Length Studies/Textbooks

Cadwell, Louise Boyd. *Bringing Reggio Emilia Home*. New York Teachers College Press, 1997

Cadwell, Louise Boyd. *Bringing Learning to Life: The Reggio Approach to Early Childhood Education*. Teachers College Press, 2003

Deviney, Jessica, Duncan, Sandra, Harris, Sara, Rody, Mary Ann and Rosenberry, Lois. *Inspiring Spaces for Young Children*. Silver Spring, Maryland: Gryphon House, Inc. 2010

Deviney, Jessica, Duncan, Sandra, Harris, Sara, Rody, Mary Ann and Rosenberry, Lois. *Rating Observation Scale for Inspiring Environments*. Silver Spring, Maryland: Gryphon House, Inc. 2010

Edwards, Carolyn, Gandini, Lella and Forman, George. *The Hundred Languages of Children*. Ablex Publishing Corporation, 1993

Fraser, Susan and Gestwicki, Carol. *Authentic Childhood Exploring Reggio Emilia in the Classroom*. Delmar Thompson Learning, 2002

Fu, Vicoria, Stremmel, Andrew and Hill, Lynn. *Teaching and Learning Collaborative Exploration of the Reggio Emilia Approach*. New Jersey Merrill/Prentice Hall, 2002

Gandini, Lella, Hill, Lynn, Cadwell, Louise and Schwall, Charles, eds. *In the Spirit of the Studio, Learning from the Atelier of Reggio Emilia*. Teachers College Press, 2005

Gandini, Lella and Edwards Pope, Carolyn eds. *Bambini The Italian Approach to Infant/Toddler Care*. New York: Teachers College Press, 2001

Gandini, Lella, Etheredge, Susan and Hill, Lynn, eds. *Insights and Inspirations from Reggio Emilia, Stories of Teachers and Children from North America*. Massachusetts: Davis Publications, Inc. 2008

Helm, Judy Harris and Beneke, Sallee eds. *The Power of Projects. Meeting Contemporary Challenges in Early Childhood Classrooms, Strategies and Solutions*. New York: Teachers college Press. 2003

Hendrick, Joanne ed. *Next Steps Toward Teaching the Reggio Way*. New Jersey, Pearson/Merrill Prentice Hall, second edition, 2004

Jones, Elizabeth and Nimmo, John. *Emergent Curriculum*. Washington, D.C. National Education for the Education of Young Children. 2003

Katz, Lilian and Bernard Cesarone, eds. *Reflections on the Reggio Emilia Approach*. Urbana, IL. ERIC/EECE Monograph Series Clearinghouse on Elementary & Early Childhood Education, 1994

Pelo, Ann. *The Language of Art, Inquiry Based Studio Practices in Early Childhood Settings*. St Paul, Minnesota: Red Leaf Press 2007

Project Zero and Reggio Children. *Making Learning Visible, children as individual and group learners*. 2001

Rinaldi, Carlina. *In Dialogue with Reggio Emilia, Listening, Researching and Learning*. Routledge, 2006

Scheinfield, Daniel R. *We are all explorers: learning and teaching with Reggio principles in urban settings*. New York, NY: Teachers College Press, 2008

Smith, Dee and Goldhaber, Jeanne. *Poking, Pinching and Pretending. Documenting Toddlers' Explorations with Clay*. St. Paul, Minnesota: Redleaf Press. 2004

Stacy, Susan. *Emergent Curriculum in Early Childhood Settings From Theory to Practice*. RedLeaf Press, 2009

Topal, C. Weisman, and Gandini, L. *Beautiful Stuff! Learning with Found Materials*. Worcester, MA: Davis Publications, Inc. 1999

Vecchi, Vea. *Art and Creativity in Reggio Emilia: Exploring the Role and Potential of Ateliers in Early Childhood Education*. New York: Routledge, 2010

Vecchi, Vea ed. *Theater Curtain the ring of transformations*. Reggio Emilia, Reggio Children and Municipality of Reggio Emilia, 2002

Vecchi, Vea ed. Translated by Leslie Morrow. *Shoe and Meter, the unheard voices of children*. Municipality of Reggio Emilia, 1997

Wurm, Julianne. *Working in the Reggio Way, A Beginner's Guide for American*. Teachers St. Paul, Minnesota: Red Leaf Press, 2005

Journal Articles

Edwards, Carolyn Pope. "Three Approaches from Europe: Waldorf, Montessori and Reggio Emilia." University of Nebraska at Lincoln, Volume 4 Number 1. 2002

Gandini, Lella. "Not Just Anywhere: Making Child Care Centers Into "Particular" Places". Child Care Information Exchange, March 1994

Malaguzzi, Loris. "Your Image of the Child: Where Teaching Begins." Beginnings Workshop, Child Care Information Exchange, 1994

Online Websites/Communities

Catherine Shafer - Community College instructor's web page. Includes a powerpoint, a view and description of Reggio Emilia. Photos and video.

http://catherineshafer.com/.search?results_page=&p=Reggio+Emilia&name=Search

Design Share – Articles and Case Studies. Designing classrooms using Reggio principles. Reggio Emilia site. <http://www.designshare.com>

Education.com – innovative teaching projects, articles by topic, activities, Reggio <http://www.education.com/>

Educational Resource Information Center. <http://www.eric.ed.gov/> 285 articles listed with Reggio Emilia references.

National Association for the Education of Young Children web site. <http://www.naeyc.org/>

North American Reggio Emilia Alliance Homepage. Conferences, Exhibit Projects, Schools and Organizations, Video resources, Reggio Emilia Italy, Children Infant/Toddler Centers, Preschools. <http://www.reggioalliance.org/index.php>

Reggio Children site (based in Italy) <http://zerosei.comune.re.it/inter/reggiochildren.htm>

Reggio School in Miami <http://latelier.org/>

Reggio Schools associated with Mills College in the San Francisco Bay Area.

<http://www.innovativeteacherproject.org/contact/thanks.php>

Note: In order to award sabbaticals to the greatest number of faculty members, the committee encourages one-term leaves. **If you are asking for more than one term, please justify.**

Provided you have a minimum of 55 points on Part III, up to 25 points will be added to your score on the following basis:

12 points if this would be your first term of sabbatical leave,

6 points if this would be your second term of sabbatical leave, or

3 points if this would be your third term of sabbatical leave

AND one point for each year since hire as a contracted faculty member including this year if you have never taken a sabbatical OR one point for each year since your last sabbatical.

Please calculate your potential additional points below.

<u>Your points</u>	<u>Guidelines</u>
12	Enter 12 points if this would be your first term of sabbatical leave, 6 for second, or 3 for third.
17	Enter one point for each year since hire as a contracted faculty member including this year if you have never taken a sabbatical OR one point for each year since your last sabbatical including this year.
29	Total – Add the points.
25	Total with limit – If the total is 25 or less, write your total here. If it is more than 25, enter 25 here. (25 is the maximum.)

Furthermore, the final selection will be based on attempting not to award too many sabbaticals within the same disciplines. (Please see 23.8.7.1 of the faculty contract for details.)

The decision of the Committee is final and is subject to appeal only on grounds specified by LCCEA Executive Board.

IV. Division Information:

Division Chair Impact Statement

Please provide a written statement of the impact to your division if this applicant is granted the proposed leave. Please include both positive and negative impacts, if any.

Note: The committee will not use this statement to determine leave awards. The leave request may be submitted even if there may be a negative impact to the division. The Faculty Professional Development Program would like this statement in advance so that we may take proactive steps to solve problems in order to mitigate any potential negative impact.

Bev Hickey's request for a sabbatical during spring term 2013 will have a significantly positive impact on the Early Childhood Education Program within the Child and Family Education Department. She plans to visit, observe, interview and learn from other institutions' implementation of the Reggio Emilia emergent philosophy. Upon her return, she will be able to update the materials she uses, refresh her teaching techniques, provide resources and information to fellow faculty, and improve the overall experience for ECE students at Lane. We will welcome her back in the fall of 2013.

It will be necessary for the college to hire someone qualified to teach her 3 ECE courses during spring 2013:

- ECE 250 Infant Toddler Environments
- HDFS 228 Exceptional Child
- An evening section of one of her regular courses, TBA

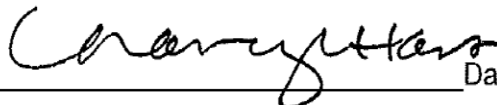
Please let me know if you have any questions.

Nancy Hart
Division Dean for Child and Family Education
hartn@lanecc.edu
X3010

Estimated replacement cost:

Salary @ .71 FTE: \$8381 OPE @35%: \$2933 Total: \$ 11,314

Division Dean
Signature: (Nancy Hart)



Date January 27, 2012