

**Course Name: ED 220 Intro to Early Childhood Education**

**(Early Childhood Education 2- Reynolds High School)**

<b>Term:</b> 2023/2024 School Year (2 semesters)	<b>Class Days:</b> B Day- Period 4	<b>Class Time:</b> B Day Afternoon	<b>Class Location:</b> Reynolds High School Room 402	<b>Credit Hours:</b>  3
<b>Teacher:</b> Kristen Slocom		<b>Phone:</b> 503-667-3186 ext. 1147	<b>Email:</b> kslocom@rsd7.net	

## Course Description

The purpose of this course is to explore the historical and cultural perspectives of early childhood/early childhood special education. Theoretical models for the education of young children of all abilities from birth through 4th grade will be addressed through professional exploration. The history of special education, IDEA, and the implications will be discussed.

## Course Standards

	<b>Proficiency Statements (what students will be able to): Students can/will:</b>	<b>Assessment</b>	<b>Measurement</b>
1	Demonstrate an understanding of how historical, philosophical, and social foundations of early childhood and early childhood special education affect current practice	<b>DAP &amp; IDEA &amp; Learning Theory Competency</b>	Minimum Passing Standards set by portfolio rubric assessing essential items: DAP, IDEA, & Learning Theory Competency, I Believe statements, Mini Lesson, & Pedagogic Creed
2	Begin to identify themselves with the early childhood profession and will exhibit the attributes of a collaborative educational leader including the acquisition of appropriate knowledge, skills, and dispositions.	<b>Final Pedagogic Creed</b> <b>I Believe Statements</b>	
3	Consider the implications of child development, learning theory and research as they relate to young children of all abilities.	<b>DAP &amp; IDEA &amp; Learning Theory Competency</b>	Holistic rubrics will be used to measure proficiency
4	Know, understand and articulate the impact of IDEA and other laws as they relate to young children of all abilities.	<b>Mini Lesson</b> <b>DAP &amp; IDEA &amp; Learning Theory Competency</b>	
5	Demonstrate an understanding of current issues, trends, legislation, and public policy affecting children, families, and programs for young children.	<b>DAP &amp; IDEA &amp; Learning Theory Competency</b>	All artifacts must meet minimum

6	Articulate advocacy activities on behalf of research-based, quality programs and services for young children and their families, and improving working conditions for early childhood educators.	<b>Final Pedagogic Creed</b>	standards as set by the prompts
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## Required Texts

Provided textbook: Working With Young Children by Herr (online edition, [www.g-wonlinetextbooks.com](http://www.g-wonlinetextbooks.com), username: reynolds01, password: wwyc20, "My Bookshelf"), Supplemental materials will be provided

## Grades

### College Grade

Final college grades are based on the total points a student scores in the course.

Formula below:

$(\text{I Believe Statement part A pts}) + (\text{I Believe Statement part 2 pts}) + (\text{DAP \& IDEA \& Learning Theory Competency pts}) + (\text{Mini Lesson pts}) + (\text{Final Pedagogical Creed pts}) / 100 = \text{Final Grade \%}$

### Grade Scale:

100 - 92.5% - A  
 92.4 - 89.5% - A-  
 89.4 - 86.5% - B+  
 86.4 - 82.5% - B  
 82.4 - 79.5% - B-  
 79.4 - 75.5% - C+  
 75.4 - 72.5% - C  
 72.4 or lower - No grade

### High School Grade

Students will be assessed according to proficiency scoring guides. Grades will be based on proficiency in national standards and will be determined by both formal and informal assessments. All written work must follow RHS Common Academic Norm requirements. Grades will be posted in synergy.

Final grades will be reported on the percentage description in the student course catalog. A-F weighted scale.

Power 5%, Classwork 25%, Mastery 70%

Daily points earned through working in the preschool will be mastery points submitted into the gradebook every 3 weeks.

High school Honor grade earned will be separate than that of the college grade earned.

## Classroom Policies

### Attendance:

Attendance and participation are critical as this class emphasizes learning through work experience. Students will complete written work pertaining to childhood education topics, and write and teach a lesson for preschoolers. Daily points earned through being in attendance and working in the preschool will be mastery points submitted into the gradebook every 3 weeks. Attendance and punctuality are important when enrolled in a career class; therefore, students are expected to model these workplace policies. Absences will receive a 0 score for daily points since work experience is the main requirement for ECE. Only excused absences will have the opportunity to make up missed points.

### Professionalism:

Adhering to the guidelines as agreed upon in the dress code and storage of electronic devices is required. Willingness to work as part of a teaching team is imperative.

### Late Work / Retake Policy:

Students should always complete work and turn it in, even if it is late. After the first week an assignment is late, 10% will be taken off each day until turned in. All work (except a project) is due on Monday/Tuesday depending on A/B schedule. If a student is absent on a Monday/Tuesday, work is due the next day the student is in class. If students are aware of an extended absence, please ask for work ahead of time and it will be supplied if available. It is the student's responsibility to get missing assignments from the assignment file. Retakes are available 1 week after exam, with proof of preparation and further studying.

### Class Expectations: Student Code of Conduct for Early Childhood Education

Reynolds Community Preschool is a place of business, and we expect the same behavior that one would demonstrate at a job site. Due to the nature of this program, we have the following code of conduct.

**Electronics:** This class is a red zone no phone usage class. Cell phones and all other electronic devices **must** be turned off and put away **before** entering the classroom. Phones used in the classroom will be **confiscated**. Reduction in daily points will occur if cell phones are not **out of sight** in backpacks, not in pockets. If a phone is not surrendered, the student will be asked to leave class and a referral will be written. There is **NO** phone warning, this contract serves as the warning. Parents should not contact the student by cell phone or text during business hours.

**Work Appropriate Clothing:** Clothing, fingernails, grooming, hygiene and jewelry need to be workplace appropriate. Since this is a place of business some of the clothing requirements **EXCEED** the RHS dress code. Students will need a jacket for cold days when we play outside. You will be expected to go outside to supervise even if you do not bring a coat or jacket. **Clothing that is not allowed:** low cut tops, clothing shorter than the fingertip rule, pants that are cut or ripped above the fingertip line, crop tops, low hanging pants. If clothing does not **conform to the classroom dress code** a **reduction in daily points** will occur and students will be asked to **spend the period in the hallway**. Options for covering clothing that is not work appropriate will be provided.



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**Food:** Food, drink and gum may not be brought into the preschool. Water bottles are allowed.

**Name Tags:** Name tags must be worn at all times in the classroom, they cost .10 to replace.

**Language:** Language needs to be workplace appropriate at all times. Cuss words, foul language, inappropriate talk and conversation topics, coarse joking, and inappropriate slang words are not allowed in the classroom. Students are expected to use proper grammar as they are the models for the preschool children.

## **Willamette Promise Policies**

### **Assessment Based-Learning**

Western Oregon University's Willamette Promise Dual Credit courses are award through the Assessment-Based Learning model. This means that students will receive college credit based on their ability to show proficiency in the course standards. Students will demonstrate this proficiency through assessments designed by Western Oregon faculty that are scored by the participating high school teachers. Teachers are given and trained on rubrics codesigned by the college faculty. Students will not receive credit if their work does not meet standards.

### **Accepting or Declining Grades**

After completing the required course assessments, students will be provide their final college grade. If a student receives a "C" or higher, will have the option to accept or decline having their grade transcribed on to their Western Oregon University transcript.

### **College-Level Content**

Curriculum for this course is determined by the Western Oregon college. In college, students are often exposed to a range of ideas, some aligning with their own views and values and others not. We do not expect students to agree with what they read. However, we do expect students, taking a college course, to be emotionally mature enough to read, discuss, and consider viewpoints other than their own.

## **Western Oregon University Policies**

**Disability Accommodations:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Addie Howell, Willamette Promise Accelerated Learning Manager, 503-385-4783 or [addie.howell@wesd.org](mailto:addie.howell@wesd.org).

**Veterans' Accommodations:** Western Oregon University recognizes that those who are actively serving in the Reserves or National Guard of the United States are required by their military contract to attend mandatory training. If you will be absent due to military orders, I strongly encourage you to communicate that with me as soon as possible so we may discuss alternative arrangements.

**Academic Integrity:** Students must adhere to WOU's Code of Student Responsibility. Academic dishonesty will not be tolerated in this course. I will report all instances of suspected dishonesty to the Student Judicial Committee for further action. Examples of inappropriate behavior includes doing assigned work for another student, sharing answers on work assigned to be done individually, sharing or copying answers during an exam or portraying another person's writing as your own.



## Tentative Schedule

Students working in the Reynolds Community Preschool will continue to expand their knowledge by planning and implementing additional curriculum projects and activities.

This course contains 9 units:

1. Introduction to ECE, NAEYC	2. DAP and Learning Objectives	3. The Learning Environment
4. Schedules, Routines and Transitions	5. Health and Safety	6. Teaching as a Profession
7. Theories, Learning and The Brain	8. Curriculum, Standards and Assessments	9. Technology in the Classroom & Current Issues

Required Dual Credit Assignments:

1. I Believe Statement Part A (September, Unit 1)
2. DAP & IDEA & Learning (September/October, Unit 2)
3. Mini Lesson Presentation (Ongoing throughout the year depending on individual sign ups)
4. I Believe Statement Part B (February, Unit 6)
5. Final Pedagogic Creed (April, Unit 8)