

Course Name: ED 200 Foundations of Education

(Early Childhood Education Practicum- Reynolds High School)

Term: 2023/2024 School Year (2 semesters)	Class Days: Monday-Friday A/B Schedule	Class Time: Depending on period assigned	Class Location: Reynolds High School Room 402	Credit Hours: 3
Teacher: Jessica Story		Phone: 503-667-3186 ext. 1147	Email: JStory@rsd7.net	

Course Description

Focuses on historical foundations of education; education policy and practice; the system alternatives to public education; legal rights and responsibilities of teachers and students; professional development of teachers; student pluralism; and current issues and effective schools. Course helps participants evaluate their commitment to becoming a professional educator and reflective practitioner who will be able to make informed decisions to enhance the environment for children and youth.

Course Standards

Course Objectives	Oregon TSPC Standards	In TASC Standards	WOU COE Conceptual Framework	Assessment
Trace the historical development of the American public school.	Knowledge, Skills, Abilities and Professional Dispositions: 1a, 1c, 3b, 3c All School Authorization Levels: 1	1,3,7, 8	Intellectual vitality (IV) Cultural sensitivity (CS)	Diagnostic Lesson Plan Design Reflective journaling Design an effective school of the future activity
Begin exploring the diversity found in today's schools, e.g., culture, race, ability, gender, language, community, and economic class to examine one's own biases and misconceptions as they pertain to diversity	KSAPD: 1a, 2b All School Authorization Levels: 1	1,2	Intellectual vitality (IV) Cultural sensitivity (CS)	Project Implicit Self- Survey Diversity & Equity Case studies Interview project Reflective journaling

and one's actions as a teacher.				
Identify the roles, responsibilities, and ethical expectations of teachers in today's schools.	KSAPD: 1a, 1b, 1c All Authorization Levels: 1	1,2,3	Intellectual vitality (IV)	Legal and Ethical issues in Teaching What would you do? Ethical dilemmas in teaching.
Develop an initial philosophy of education through examination your own characteristics, beliefs, and actions.	KSAPD: 4a Middle & High School Authorization Levels: 2	9	Professionalism (Pro)	Presentation Class discussion Professional Portfolio
Use independently selected trade books and digital tools to guide your exploration and analysis of a contemporary issue in education.	KASPD 1a All Authorization Levels		Professionalism (Pro)	Hot topics research paper

Required Texts

Provided textbook: Working With Young Children by Herr, Supplemental materials will be provided

Grades

College Grade

Students' college grades are calculated using the final portfolio rubric.

Students may not receive more than two scores of "1" in any components of the rubric to be eligible for credit.

Students may not earn credit if they score 0 on any component of the rubric.



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Grade distribution:

17-18 points: A
16 points: B+
15 points: B
14 points: C+
13 points: C
12< points: 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



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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.

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 codDesigned 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.

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 and/or at an off-site elementary classroom will continue to expand their knowledge by planning and implementing additional curriculum projects and activities.

This course contains 5 main units:

Unit R: Required Papers	Unit 1: Teachers	Unit 2: Classroom Management	Unit 3: Curriculum	Unit 4: Careers
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Throughout this course, college coursework will also be completed and put together into a complete portfolio. All ED 200 portfolios will contain a total of seven college assignments.