

Course Name: ED 220 Intro to Early Childhood Education

Term: 2023-2024	Class Days: A Day Monday-Friday	Class Time Period 2	Class Reynolds High School	Credit Hours: 3
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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

	Proficiency Statements (what students will be able to): Students can/will:	Assessment	Measurement
1	Demonstrate an understanding of how historical, philosophical, and social foundations of early childhood and early childhood special education affect current practice	DAP & IDEA & Learning Theory Competency	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.	Final Pedagogic Creed I Believe Statements	
3	Consider the implications of child development, learning theory and research as they relate to young children of all abilities.	DAP & IDEA & Learning Theory Competency	Holistic rubrics will be used to measure proficiency All artifacts must meet minimum standards as set by the prompts
4	Know, understand and articulate the impact of IDEA and other laws as they relate to young children of all abilities.	Mini Lesson DAP & IDEA & Learning Theory Competency	
5	Demonstrate an understanding of current issues, trends, legislation, and public policy affecting children, families, and programs for young children.	DAP & IDEA & Learning Theory Competency	
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.	Final Pedagogic Creed	

Required Text



Working with Young Children by Herr will be used in the classroom with excerpts posted on Schoology. Supplementary materials will be provided.

Grades

College Grade

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

Formula below:

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

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 determined by both formal and informal assessments. All written work must follow RHS Common Academic Norm requirements. Grades will be posted in Synergy.

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

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

•	Power 5%
•	Classwork 25%
•	Mastery 70%

Classroom Policies



Willamette
EDUCATION SERVICE DISTRICT



Western Oregon
UNIVERSITY

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.

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 Mastery 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.

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. A reduction in daily points will occur if cell phones are not out of sight, off the body, not in pockets. There is NO phone warning, this contract serves as the warning. Parents should not contact the student by cell phone or text during ECE class hours. Messages may be delivered to students through the main office during class time.

Dress Code: Attire appropriate for work with children. Clothing, fingernails, grooming, hygiene, and jewelry need to be appropriate to the workplace. Reynolds Community Preschool is a place of business, some of the clothing requirements exceed the Reynolds High School dress code. Students are expected to dress appropriately for the preschool classroom. The school dress code will be enforced. Name tags must be always worn during preschool hours.

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

Language: Language needs to be workplace appropriate. Cussing and inappropriate joking are not allowed in the classroom.

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 provided 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

Unit 1 Introduction to the ECE classroom, NAEYC	Unit 4 Schedules, Routines and Transitions	Unit 7 Theories, Learning and The Brain
Unit 2 Developmentally Appropriate Practices and Learning Targets, IDEA	Unit 5 Health and Safety	Unit 8 Curriculum, Standards and Assessments
Unit 3 The Learning Environment	Unit 6 Teaching as a Profession	Unit 9 Technology in the Classroom, Current Issues