**Portland Community College**

**ECE 132: Early Childhood Field Work**

**(2 credits/ 20 lecture hours)**

**Child Services 2**

**Offered through the PCC Dual Credit Program 2016-2017**

**Yearlong**

Century High School

2000 SE Century Blvd; Hillsboro, OR 97123

Per. 3, Day 2

**Instructor:** Alia Laack, [laacka@hsd.k12.or.us](mailto:laacka@hsd.k12.or.us), 503-844-1800 ext. 5151

**Office Location:** N101

**Office Hours:** Per. 1/Day 1 and Per. 1/Day 2

**Course website:** www.chsearlychildhood.weebly.com

**COURSE MATERIALS**

**Text:** Feeney, Stephanie, et.al. (2013). *Who Am I in the Lives of Children*?  Upper Saddle River, NJ: Pearson Education, Inc.

**Other Required Materials**:

Bring interactive notebook to class every seminar and lab day

Flash drive REQUIRED

Planning Calendar (supplied)

1 ½ in binder for Senior Project

Trifold Display Board for Senior Project

**COURSE INFORMATION**

**Course Content and Outcome Guide:**  <http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=ECE&course=132>

**Course Description**: Students engage in intentional field work to gain practical experience, skill development, and professional direction in achieving their career goals, working under supervision in an approved worksite. Audit available.

**Intended Outcomes for the course:**

1. Through reflection, self-assessment, and supervisory assessment of their work, apply skills essential for identified career pathway.

**Course Activities and Design:** Supervised work experience with children. Students will participate in planning and implementing curriculum and learning environments, and develop relationships with children and families, guiding young children, and child observation.

**Course Content (Themes, Concepts, Issues and Skills):**

* Observing Young Children
* Guiding Young Children
* Curriculum and Environment Planning
* Safe and Healthy Environments for Children

**Course Prerequisites**: Child’s World, Child Services 1

* **Attendance Policy:** Absences - Attendance is mandatory! Habits reflecting punctuality are important to maintaining and holding a job in the human resources area. Employees can be fired for being late. In addition, this class involves many hands on activities that require your presence in order to be completed on time and for full credit. You are part of a team and will put the burden on your team members if you are not present. Please see the schools policies if you have questions.

Excused absences/Late work - All work can be made up if an absence is excused. The school policy allows for the number of days absent plus one. (If you are absent for one day, you have two days to make up an assignment). Other arrangements may need to be made with the teacher for some assignments or activities missed. It is YOUR responsibility to get the assignments that you have missed. If you have any questions, please ask a classmate first, and then the teacher if any further clarification is needed. Unexcused late work will be deducted a percentage of points based on number of days late.

**Seminar Expectations**

Seminar days are noted below in your course activities schedule, as well as on your preschool calendar. It is important to be ready to learn and participate on these days! Seminar expectations are as follows: Bring notebook EVERY class day, be prepared with completed homework and readings as noted on schedule or if assigned by Mrs. Laack, participate in group or class discussions, turn in all seminar related coursework to the class in-box behind the teacher desk (expect for notebooks which will be collected in a bin).

**Lab Expectations**

Lab days are noted in your preschool calendar only. It is imperative that you stay organized and on track with when you are in the room and when you are not. Your teaching days are highlighted and color coded by group. Lab expectations are as follows: Bring notebook EVERY day for observations or other notes/reflections, be on time and use time in class responsibly, be mindful of the environment at all times, conduct your weekly job to the best of your ability, turn in your lesson plan on time, complete your prepping on time, effectively collaborate with your group members throughout the planning and prepping process, complete all required observations and reflections, turn in all lab related work to the appropriate lab in-box. Participation is mandatory and a part of your overall class grade.

**Course Grading**:

Plagiarism (copying someone's words without giving credit) is not tolerated and will result in an automatic zero and require a resubmission. Do your due diligence to learn how to cite in MLA format!

“In addition to the course hours in the classroom, the students are expected to complete work outside of class.  Activities will include: *(a possible list could include – homework, projects, readings, etc.)*

**Assignment Categories/Weight:**

Formative Assessments 30%

Summative Assessments 70%

**Descriptions of Categories:**

Formative Assessments: Activities that help prepare a student for a summative assessment, review activities, or other practice activities, including practice labs.

Summative Assessments: Activities meant to showcase a student’s final understanding of a particular unit, topic, or performance task. These include, but are not limited to, papers, tests, projects, lead teaching experiences, and your senior project portfolio.

This class uses the traditional grading scale, as noted below:

|  |  |
| --- | --- |
| 100 – 90 % | A |
| 89 – 80 % | B |
| 79 – 70% | C |
| 69 – 60% | D |
| 59 – 0% | F |

*Note: For PCC Dual Credit grade calculations, students will not be allowed to retake examinations.*

**Schedule of Class Assignments / Activities**

Part of your summative class grade will be based upon assessing your comprehension of the course topics covered in this class. Topics will be assigned for each seminar day. Assignments are aligned with the seminar day #’s and it will be your responsibility to use your calendar and complete the correct assignments on your own and turn them in on the correct seminar days. Most of these items are also incorporated into your senior portfolio, and so is to your benefit to do them on time and to your best ability.

Note: All topic papers need to be checked for spelling, grammar, and should have sources cited in MLA format with an MLA “sources cited page,” unless a narrative piece or reflection. Plagiarism will result in an F grade! Information and ideas taken from a source MUST be cited within the text…even if not a direct quote.

In addition to the course hours in the classroom, the students are expected to complete work outside of class.  Activities will include: *(a possible list could include – homework, projects, readings, etc.)*

**Day Activities Assignments**

|  |  |  |
| --- | --- | --- |
| Seminar 1  9/8 | Welcome! Overview of Syllabus, expectations, student contract, get to know each other, begin posters. | **Due Seminar 2:**  All About Me Poster  Bring interactive notebook next class |
| Seminar 2  9/8 | 1.Personalize and organize interactive notebooks  2.First entry – Who Am I as an early childhood teacher? Discuss growth from last year, challenges, what you hope to accomplish this year…  3.Finish posters to turn in | **Due Seminar 3:**  Teacher contract and goals  Criminal registry Form |
| Seminar 3  9/12 | 1. Preschool Jobs / application – Sr’s first dibs  2.Review Kindergarten Readiness Goals/developmental domains, Standards, etc.  Focus this year is taking a deeper approach to our planning, prepping and assessing results. Observation is KEY!!  Hand out Plan and Profile Requirements | **Due Seminar 5:**  Apply for preschool permanent job  **Due Seminar 5:**  Portfolio Component:  Resume and Plan & Profile |
| Seminar 4  9/14 | Review Guidance –PPT - Positive guidance as our focus.  Review topics for senior project – criteria of a topic/service project – time to discuss options  Plan for Orientation Event – volunteers? | Volunteers needed for 9/26! |
| Seminar 5  9/16 | 1.Get example of letter of intent.  2.Who is the Early Childhood Educator? (Ch.1)  Review text and take notes on Developmentally Appropriate Practice, Intentional Teaching, and Addressing Standards. | **Due Seminar 6:**  R and R entry #1: Read through your notes from Ch. 1. How can you relate these concepts to your planning, prepping, and teaching of our preschool children?  **Due Seminar 8:**  Portfolio Component:  Typed Letter of intent for service topic of portfolio |
| Seminar 6  9/20 | Who is the Early Childhood Educator?  1.Discuss the concepts from last class, and the implication of those in our focus this year.  2.Review teaching cycle criteria and expectations for this year in lesson planning, prepping, teaching and reflecting. (Lab handout provided to keep in notebook)  Choose PK work groups |  |
| Seminar 7  9/22 | Review the Calendar – highlight themes/dates  Permanent preschool jobs assigned  Meet with Mrs. Laack to discuss letter of intent and plans for project. Work time if needed, help with Orientations set up. Volunteers? | **Don’t forget…**  Letter of intent due next class. |
| Seminar 8  9/26 | Observing, Documenting, and Assessing Children (Ch. 5)  1.Read through Ch. 5, pg’s 143 – 150. Take notes that highlight:  *What is Assessment? Why do we Assess Children? Authentic Assessment.* As well as *Observation and the observation process.*  **Preschool Orientation After School 4-5:30pm** | **Due Seminar 9:**  R and R entry #2: Based on today’s reading, *What do you think will be the greatest challenge in observing for you and why?* |
| Seminar 9  9/28 | Observing, Documenting, and Assessing Children (Ch. 5)  1.Video introduction  2.Continue with Ch. 5, pg’s 150 – 165. Create a t-chart in your notebook to define and provide examples of each type of observation/assessment.  *Copy* *of figure 5.10 to glue into notebook as well* | **Due Seminar 10:**  Notes completed |
| Seminar 10  9/30 | Observing, Documenting, and Assessing Children (Ch. 5)  1.In groups, use resources to create “Do” and “Do Not” Guidelines for Anecdotal Observations.  2. Hand out “The Power of Documentation” Article – Read and take notes for homework (sheet provided).  3.Prepare for first day of preschool! | **Due Seminar 11:**  Power of Documentation response |
| **Preschool Begins October 4th!** | | |
| Seminar 11  10/10 | Observing, Documenting, and Assessing Children (Ch. 5)  1.Continue with Ch. 5, pg’s 165 – 173 PPT presentation  Connect the creation of portfolios with what seniors will focus their observations on in order to help build more comprehensive scrapbooks.  *Copy* *of figure 5.12 to glue into notebook as well* | **Lab Assign:**  Field Observation #1: *Get to know my students – individual students and class dynamic* |
| Seminar 12  10/17 | Understanding and Supporting Play (Ch. 9)  1.Identifying the characteristics of play  2.What children learn through play (intrinsically and areas of development) | **Lab Assign:**  Field Observation #2: *Stages of Play* (Use Ch. 9, pg’s 310 – 314) |
| Seminar 13  10/21 | Guiding Developmentally Appropriate Play:  1.What is it? Teacher engagement and interaction to support higher level and engaging play.  2.Group talk about guidance issues that prevent higher level play.  3.Video examples of various levels of play.  Ch. 9, pg’s 320 – 327 “Facilitating Play” | **Due Seminar 14:**  R and R entry #3: Read Ch. 9 – “Facilitating Play”. *Think of a time when you have witnessed chaotic or simplistic play. What do you think you or the teacher in that environment could have done to redirect that play? How would you describe the term “free play” when it comes to our preschool? What is it, and what is it NOT?* |
| Seminar 14  10/31 | Issues in Play  Exploring diversity, gender-stereotypes, violence, , exclusion, and lack of playtime  Ch. 9, pg’s 327 – 334  Handout re: benefits of outdoor play | R and R entry #4:  *Discuss your thoughts on the “shrinking” of children’s play, specifically outdoor play.* |
| Seminar 15  11/22 | Introduce Preschooler Profile Poster  Individual project observing and documenting the value and level of play experiences throughout the classroom, and what each child has developed through play. (Use observation notes taken as part of lab requirements, as well as available PK assessments to complete a personalized profile.)  Handout on project and observation guidelines provided today  Individual Research Paper Assigned, 2 pages. | **Due Seminar 19:**  Portfolio Component: **“**Preschooler Profile” Observation and Documentation Project  **Due Seminar 21:**  Portfolio Component: The Teacher’s Role in Facilitating Play in the Early Childhood Classroom. |
| Seminar 16  11/28 | Review “Writing a Research Paper”: Guidelines on sources, citing, etc…  Communicating with Families – discuss appropriate wording when creating posters.  Time to collaborate, review observations and notes, collect pictures for data, work on research |  |
| Seminar 17  12/2 | Culture and Diversity in the Classroom  Looking through the eyes of a minority child  Opening the eyes of all children to the world around us  1.PPT – take notes on diversity in the classroom  2.Time to touch base on Preschooler Profile projects? | **Due Seminar18:**  R and R entry #5: *Describe the diversity of children in the Little Jags Preschool. What would be the benefits of adding cultural aspects to a very diverse classroom, as well as a non-diverse classroom?* |
| Seminar 18  12/12 | Class time to finish working on Preschooler Project Due today!  Prepare for Winter Party | Winter Party Thurs Night:  6-7:30pm |
| Seminar 19  12/16 | Clean up for Winter Break |  |
| Seminar 20  1/6 | OMSI Field Trip |  |
| Seminar 21  1/23 | Work Day for Final – Meet with Mrs. Laack for personal progress conference/evaluation of goals. | **Due Seminar 23:**  Semester Final |
| Seminar 22  1/27 | Work day for Final – Meet with Mrs. Laack for personal progress conference/evaluation of goals. | **Due Seminar 23:**  Semester Final |
| Seminar 23  1/31 | Semester Final – Portfolio to Date, Goals Evaluation and Revisions |  |
| **End of Semester 1** | | |
| Seminar 24  2/6 | Personal and Professional Practice:  1. Portfolio documentation to date (observations, notes, lesson plans, pictures.  2. Update PK and Service Log Sheets to current date  3. Essential Skills worksheet (begin)  4. Introduce Observation and Assessment PPT. Students need to begin planning for their remaining 2 lessons! | **Due Rotationally:**  Portfolio Component:  Observation and Assessment PPT’s to post in hallway and place in portfolio.  **Lab Assign:**  Field Observations #3 and 4 will be rolled into this Observation and Assessment assignment. |
| Seminar 25  2/10 | Begin Service Topic Paper – review requirements and research expectations | **Due Seminar 27:**  Portfolio Component – Service Topic Research Paper (4 pages) |
| Seminar 26  2/27 | Work time on Senior Topic Paper and Observation PPT’s  (Time to use reflections, data gathered, and pictures to create power points) | **Due Seminar 28:**  R and R entry #6: How does/did planning for your observation and assessment activity differ than a typical teaching activity? |
| Seminar 27  3/3 | Extra Planning Time  Work time on Senior Portfolio and Observation PPT’s  (Time to use reflections, data gathered, and pictures to create power points)  **Service Topic Paper Turned in today – check in with Mrs. Laack on Senior Project progress.** |  |
| Seminar 28  3/13 | Extra Planning Time  Work time on Senior Portfolio and Observation PPT’s  (Time to use reflections, data gathered, and pictures to create power points) | **Due Seminar 30:**  R and R entry #7: Read pg’s 389 – 390 in the text (“What’s Worth Knowing”). *When you were a child, what things interested you? What were you fascinated with? When you read this section, what does it make you think about regarding the possibilities of what we teach young children?* |
| Seminar 29  3/17 | **Senior Field Trip with Preschoolers - TBA** |  |
| Seminar 30  4/3 | Extra Planning Time  Work time on Senior Portfolio and Observation PPT’s  (Time to use reflections, data gathered, and pictures to create power points) | **Due Seminar 31:**  **R and R entry #8: Read Pg. 394 in your text (“Scaffolded Activities”). *Have you ever attempted to scaffold an activity for a child? Describe the experience. If you have not, choose a past or upcoming activity that you could alter and how you might do it.*** |
| Seminar 31  4/7 | Extra Planning Time  Work time on Senior Portfolio and Observation PPT’s  (Time to use reflections, data gathered, and pictures to create power points) | **Due Seminar 32:**  **R and R entry #9: Read pg. 396 in your text (“Selecting the Activity”). *We have learned a lot about how children learn best. Connect what you read in this section to how we focus our planning in Little Jags. Describe an experience or provide an example that directly relates.*** |
| Seminar 32  4/24 | Extra Planning Time  Work time on Senior Portfolio and Observation PPT’s  (Time to use reflections, data gathered, and pictures to create power points) | **Due Seminar 33:**  **R and R entry #10: Review pg’s 14 – 16 (“The Impact of Life Experiences and the Ability to Reflect on Them”). *Reflect on what experiences have shaped you and influenced who you are today. What has helped you as a teacher, and what have you had to overcome? Who do you want to be in the lives of children?*** |
| Seminar 33  4/28 | Work day for finishing touches on binder  Show examples of boards for display.  Expectations for power point presentation/speech portion of project.  **Turn in Journals to check off entries 6-10** | **Due Seminar 34 or 35:**  **Senior Project Portfolio and Presentation Outline.** |
| Seminar 34  5/8 | Seniors present projects to class via short power point presentation  **Turn in Portfolios for check off** |  |
| Seminar 35  5/12 | Seniors present projects to class via short power point presentation  **Turn in binders for check off** | **Bring display boards to work on in class next week!** |
| Seminar 36  5/22 | Jagfest Assembly – Time in class to work on display boards |  |
| Seminar 37  5/26 | Jagapalooza Carnival – Time in class to work on display boards |  |
| **Focused Program Night: May 31st 6-8 pm (arrive at 5:30pm)** | | |
| **Preschool Graduation – June 2nd!! 6 – 7:30 pm Seniors Required** | | |
| Seminar 38  6/2 | Prepare for Preschool Graduation | **Preschool Graduation – June 2nd!! 6 – 7:30 pm Seniors Required** |
| Seminar 39  6/6 | Senior’s Last Day – celebration and teacher recognition |  |

**Grading Details:**

**Formative Assessment Values:** The below values represent 30% of your overall grade.

Journals/ R and R’s – 10pts each

Participation – 20 pts per teaching cycle (4 weeks) (total of 40 pts per semester)

Notes – 10 pts each

Observations – 10 pts each

Article/Video Responses, other assignments – 20-30 pts each

Portfolio Rough Draft Pieces – 20-40 points each

**Summative Assessment Values:** The below values represent 70% of your overall grade.

Labs – 40 points per teaching cycle (4 weeks and described in detail below) (total of 80 points per semester)

Preschool Profile Poster – 50 pts

Semester Final – 100 pts

Final Student Portfolio and Presentation – 350 pts

**Lab Assignments:** Lab assignments include observations, and teaching cycles. Due dates will vary depending on teaching group.

Teaching cycles are summative assessments and are graded as follows:

On time lesson plan – 10pts

On time prepping – 10 pts

Teaching experience – 10 pts

Reflection – 10 pts

**Total – 40 points**

**PCC DUAL CREDIT**

This course is offered for [Dual Credit](http://www.pcc.edu/dualcredit) through [Portland Community College](http://www.pcc.edu/). In addition to earning high school credit for this class, you may register for ECE 132: Early Childhood Field Work through PCC and earn 2 college credits for the course. The PCC credit for this class is offered to you free of charge, for a cost savings of approximately $192 in tuition, $60.40 in fees and $50-$150 in book charges.

If you opt to earn PCC credit for this course, you will become a Portland Community College student. *The grade and credits you earn for this course will be posted to your PCC transcript.* You are able to access PCC facilities and services as PCC student. You will be assigned a PCC email and ID #, and may obtain a PCC ID card upon request.

**Student Rights & Responsibilities:**

Students are required to view and comply with the regulations set forth in the PCC Dual Credit Student Handbook. Please request a handbook from your instructor, the Dual Credit office, or download online at: <http://www.pcc.edu/prepare/head-start/dual-credit/documents/student-handbook.pdf>

**PCC Grading Guidelines can be found at the link below:** <http://catalog.pcc.edu/handbook/g301-gradingguidelines>

**Add/Drop/Withdraw deadlines:**

<http://www.pcc.edu/prepare/head-start/dual-credit/calendar.html>

**PCC’s Code of Student Conduct:**

<http://www.pcc.edu/about/policy/student-rights/>

**Century High School’s Code of Conduct Policy:** http://www.hsd.k12.or.us/Portals/0/schools/handbooks/

**PCC’s Academic Integrity Policy:** <http://catalog.pcc.edu/policies/academicintegritypolicy/>

**Title IX Non-Discrimination Statement:**

The high school is responsible for providing access, accommodations, flexibility, and additional/ supplemental services for special populations and protected classes of students.

Portland Community College is committed to creating and fostering a learning and working environment based upon open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity or disability on a PCC campus, please contact the Office of Equity and Inclusion at (971) 722-5840 or [equity.inclusion@pcc.edu](mailto:equity.inclusion@pcc.edu).

***The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.***

**PCC RESOURCES FOR STUDENTS**

**Student Resources & Services Index:**

Remember, as a PCC Student you have access to many resources! For more information, check out our Student Resource Listing at: <http://www.pcc.edu/resources>

**Student Computing Center (SCC):** <http://www.pcc.edu/resources/computer-labs/>

[Cascade](http://www.pcc.edu/resources/computer-labs/cascade/) TEB 125 (971) 722-5440 | [Rock Creek](http://www.pcc.edu/resources/computer-labs/rock-creek/) Bldg. 2 Room 259 (971) 722-7510

[Southeast](http://www.pcc.edu/resources/computer-labs/southeast/) Library 120 (971) 722-6474 | [Sylvania](http://www.pcc.edu/resources/computer-labs/sylvania/) Library 1st Floor (971) 722-4325

The Computing Centers provide internet access and applications such as mathematics computer programs, word processing, desktop publishing, spreadsheets, databases, web page authoring, presentations and programming languages.

Among other services, you have been allocated 100 double-sided pages of free printing for the term, and may use your laptop to print to an available wireless printer. Visit the following address for more information on printing services: <http://www.pcc.edu/resources/printing/>

**Multicultural Center:** <http://www.pcc.edu/resources/culture/>

[Cascade](http://www.pcc.edu/resources/culture/cascade/) Student Union 302 (971) 722-5795 | [Rock Creek](http://www.pcc.edu/resources/culture/rock-creek/) Bldg. 7 Room 118 (971) 722-7435 | [Southeast](http://www.pcc.edu/resources/culture/southeast/) Mt. Tabor Hall Room 150 (971) 722-6054 | [Sylvania](http://www.pcc.edu/resources/culture/sylvania/) CC 267B (971) 722-4112)

**Student Learning Centers – Tutoring (SLC):** <http://www.pcc.edu/resources/tutoring/>

[Cascade](http://www.pcc.edu/resources/tutoring/cascade/) TH 123 (971) 722-5263 | [Newberg Center](http://www.pcc.edu/resources/tutoring/newberg/) (971) 722-8611 | [Rock Creek](http://www.pcc.edu/resources/tutoring/rock-creek/) Bldg. 7 Room 218A (971) 722-7414 | [Southeast](http://www.pcc.edu/resources/tutoring/southeast/) 1st Floor (971) 722-6470 | [Sylvania](http://www.pcc.edu/resources/tutoring/sylvania/student-success/) Southeast Library Room 120 (971) 722-4540

Tutoring availability is campus and term specific. For more information on tutoring schedules, please visit: <http://www.pcc.edu/resources/tutoring/>.

**Free Online Tutoring**: go to [http://www.pcc.edu/resources/tutoring/etutor/](http://www.pcc.edu/resources/tutoring/etutor/%20). You will need your MyPCC user name and your PCC ID # to log in.

**Writing Centers**: <http://www.pcc.edu/resources/writing/> for a list of campus locations.

**PCC Library:** <http://www.pcc.edu/library/>

[Cascade](http://www.pcc.edu/library/about/spaces/campus-profiles/cascade/) Terrell Hall Room 116 (971) 722-5322 | [Rock Creek](http://www.pcc.edu/library/about/spaces/campus-profiles/rock-creek/) Building 9 2nd Floor (971) 722-7413 | [Southeast](http://www.pcc.edu/library/about/spaces/campus-profiles/southeast/) (971) 722-6187 | [Sylvania](http://www.pcc.edu/library/about/spaces/campus-profiles/sylvania/) (971) 722-4935

Access to research databases and borrowing privileges, including books calculators, digital cameras, DVDs, videos, Laptops, music CDs, reserves and Summit materials. PCC participates in the Interlibrary Loan program.

**Equal Opportunity Statement:**

<http://www.pcc.edu/about/equity-inclusion/eeo-statement.html>

**Academic Integrity Statement:**

<http://www.pcc.edu/resources/academic/standards-practices/academic-integrity.html>

**Instructional ADA Statement:**

*Dual Credit Students*

Federal law requires that high schools provide disability services for students with a documented disability (through either an IEP for 504 accommodation plan), including those students who are taking Dual Credit classes at their high school location.

*On-campus students*

Students who experience disability related barriers in courses taught on PCC campuses should contact PCC Disability Services at <http://www.pcc.edu/resources/disability/>. If students elect to use approved academic adjustments, they must provide in advance formal notification from Disability Services to the instructor.