**Portland Community College**

**ECE 121: Observation and Guidance I (3 Credit Hours / 30 Lecture Hours)**

**Tualatin High School**

**Offered through the PCC Dual Credit Program 2017-2018**

**This is a semester long course.**

**Lecture Hours: 30 Lab Hours:30**

**Prerequisite: Child Development 1 (ECE 120)**

Tualatin High School 22300 SW Boones Ferry Rd Tualatin, OR 97062

Every other day, room 120

**Instructor:**  Mackenzie Hampel Phone: (503) 431-5745

**Office Location:** 120

**Office Hours:** M/W/F 7:30-8, after school 3:05-3:20

**Course website:** <http://tuhschilddevelopment.weebly.com/>

**COURSE MATERIALS**

**Text:** *The Power of Guidance* Dan Gartrell

*The Power of Observation: Birth to Age 8* (2nd ed.) Judy R Jablon

**Other Required Materials**: Writing utensils, Folder for class work, spiral notebook, student planner.

**COURSE INFORMATION**

**Course Content Outcome Guide**:

**Intended Outcomes for the Course:**

1. Identifies, individually and collaboratively, guidance techniques for individual children based on proven theory and practices.

2. Recognizes environmental, developmental, and cultural factors that impact children€™s behaviors.

3. Identifies the skills and strategies needed for make accurate observations of individual children based on child development principles.

4. Explains the connection between observations and appropriate guidance, management, and planning for individual children.

5. Articulates the role of observation in communicating with parents and professionals.

**Course Description**: Focuses on age-appropriate guidance and observations techniques for individual children six week to six years. Topics include the ongoing dynamics of relationships, how values and belief systems impact guidance decisions, and the linkages between observation and guidance plans for individual children.

**Addendum to Course Description**: Observation and Guidance I will include basic observation and guidance techniques for individual children (infancy - six years). This course puts more emphasis on guidance techniques and the personal value and belief systems that underlie their usage, but also provides students with some basic observational tools (running records, anecdotals) that can be used in identifying, evaluating, and developing guidance strategies.

This course is required for the Early Childhood Certificate and the A.A.S. Degree in Early Childhood Education. In order to count toward the Early Childhood Certificate or AAS degree, this course must be taken for a letter grade.

Completion of, or concurrent enrollment in ECE 120: Introduction to Early Education and Family Studies is recommended.

Students must have access to infants, toddlers, or young children (2.5 - 5 years) in order to complete observation assignments.

**High School Course Prerequisites**: Child Development 1/ ECE 120

**Course Grading**:

This is a proficiency-based teaching and learning style class.  You will be asked to demonstrate that you know the material taught, not that you just know how to “play school” and fill out worksheets for points. :D  Not that you won’t get worksheets and assignments, but those assignments are to practice and prepare for tests, performances, etc. (your assessments).  You will also be compiling all practice work for a portfolio, so use your time in class and out of class wisely to get this class work done in a timely manner.

Grading is **Proficiency-Based**, and may look odd in Synergy.  Please speak with Ms. Hampel if at any time your grade seems confusing.

**\*\*PCC grade may be different from TuHS grade based on differing grading policies. \*\***

Grades:

E           =           Exceeded Proficiency                   =          A grade

M           =           Meets Proficiency                      =          B grade

N         =           Nearly Meets on Proficiency                  =          C/D grade

BG          =       Incomplete/ Beginning                =          F grade

|  |  |
| --- | --- |
| PCC Grade | Points Possible |
| A | 450-500 |
| B | 400-449 |
| C | 350-399 |
| D | 300-349 |
| F | 0-299 |

|  |  |
| --- | --- |
| TuHS Grade | Points Possible |
| E | 450-500 |
| M | 375-449 |
| N | 300-374 |
| BG | 1-299 |
| NA | 0 |

**20%** of your grade is called “Preschool Performance”:  This is your work in the preschool and your professionalism.   To be “proficient” and receive a B or higher in this area, you need to both plan and present your assigned preschool projects, work with your team to accomplish daily jobs and goals, assist your buddy, and strive to be a model employee in the preschool.  If you do not receive a proficient score in this area, it is unlikely to receive an A in this class. **Attendance is KEY**

**20%** of your grade will be your Portfolio of practice work:  This is your binder of daily practice assignments and information we work on in class or that I hand out for you to use.  Correctness of material is up to you….but be warned!  If you don’t take these assignments seriously, you will not pass the tests and assessments that make up the bulk of your grade.  So do your work seriously, and know that it really does matter in the end.  Portfolios will be checked prior to the end of each quarter, and semester. **Attendance is KEY**

**60%** of your grade is your Performance on Assessments (NOT JUST tests, but projects, large assignments, speeches, and your final exams—1 per semester):  You can re-take or re-do absolutely everything until you have shown proficiency to the level that you desire.  I want you to succeed, but it is up to you to do it.

**\*\*Specific points available on Course Schedule\*\***

*Students who receive a 2 or lower are expected to re-do or re-visit an assignment or assessment until they are proficient (3 or higher).  Students who chose may re-do any assignment on which they receive a “3” one (1) time to raise the score, after that one re-do, the grade will be recorded as the highest attained by the student.* **Behavior grades or marks (consistent attendance/arriving on time, as well as teamwork and cooperation) will be separated from academic final grades and the format will be determined in the near future.**

Please remember:  Mistakes are the hallmark of real learning!  No one is 100% correct all of the time, so I would much rather you try and fail and have to do it over again, than to not do it at all.  Please remember to speak with me if you ever have questions about grading—I’m here to help!

**Attendance** Students are expected to attend each class meeting. The children and other teachers need you to be present and involved each and every day during lab and lecture meetings. Remember that the knowledge gained while in class and involved is essential for a safe, educational, and fun learning environment for the children.  40% of your grade is showing up, working in the preschool, and completing class work.  **If a student is absent, it is the student’s responsibility to find out what was covered in class and complete the work within two meeting periods of the missed class.**

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

**Course Schedule – All assignment descriptions are available on class websites- Google Classroom and http://tuhschilddevelopment.weebly.com/**

**Course Schedule**

**Semester**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week:** | **In Class:** | **Homework or Assignments:** | **Points:** |
| Week 1  2/5-2/9 | Introductions  Ice breakers/ find your pair  Whole/Small Group Discussion:  Two voice poems  Overview of Syllabus and Workplace Expectations | **Signed Contract DUE 09/08** | Part of Professionalism Grade |
| Week 2  2/12-2/16 | Whole/Small Group Discussions (Protocols & Kid Talks):  Intro to Lesson Planning  bservation: Ch 3, 4 You as observer, Guidance for effective observation | **HS Parent Signed Contract**  **DUE 09/11**  *Buddy Assignments*  **Buddy Parent Letter DUE 09/15**  \*You may not work with Preschool students until Buddy Letter and Contracts are Signed | Part of Professionalism Grade |
| Week 3  2/19-2/23 | Protocols and Kid Talks:  Observation: Ch 5, Becoming a skilled Observer  Observations/Documentation  Lesson Prep | **Personal Story Due 10/05** | Professionalism Grade |
| Week 4  2/26-3/2 | Protocols and Kid Talks:  Observation: Ch 6, 7 Using what you learn, Getting Started  Observations/Documentation  Lesson Prep | **ROBO- Baby Project Due**  **Lesson Plan #1 PLC Group** | 100 Points  40 points |
| Week 5  3/5-3/9 | Protocols and Kid Talks:  Guidance: Ch 1 Patience and Understanding  Observations/Documentation  Lesson Prep | **Practice Observation 1 Due** | 20 points  Portfolio Grade |
| Week 6  3/12-3/16 | Protocols and Kid Talks:  *Action Research:*  Guidance: Ch 2 Misbehavior or Mistaken Behavior?  Observations/Documentation  Lesson Prep | **PLC Group Service Learning Project Due 10/13** | 100 points |
| Week 7  3/19-3/23 | Protocols and Kid Talks:  Guidance: Ch 3 Beyond Discipline to Guidance  Observations/Documentation  Lesson Prep | **Observation 1 Due** | 20 points |
| Week 8  4/2 - 4/6 | Protocols and Kid Talks:  Guidance: Ch 4, The Guidance Premise: Family, Teacher, partnerships  Observations/Documentation  Lesson Prep | **Lesson Plan #2 PLC Group** | 40 points |
| Week 9  4/9 - 4/13 | Protocols and Kid Talks:  Guidance: Ch 5 Using Guidance to build an encouraging classroom,  Observations/Documentation  Lesson Prep | **Observation 2 Due**  **Professionalism Grade**  **Self Evaluation Rubric**  **DUE** | 20 points |
| Week 10  4/16- 4/20 | Protocols and Kid Talks:  Guidance: Ch 6 Guidance to maintain and encouraging classroom  Observations/Documentation  Lesson Prep | *No School 11/9-11/10* |  |
| Week 11  4/23- 4/27 | Protocols and Kid Talks  Guidance: Ch 7 Sustaining the encouraging classroom Observations/Documentation  Lesson Prep | **Observation 3 - Conflict Resolution Due** | 20 points |
| Week 12  4/30- 5/4 | Protocols and Kid Talks  Guidance: 8 Guidance with boys  Observations/Documentation  Lesson Prep | **Lesson Plan #3 PLC Group** | 40 points |
| Week 13  5/7- 5/11 | Protocols and Kid Talks  Guidance: Ch 9 Societal violence and guidance  Observations/Documentation  Lesson Prep | **Infant Observation 4 Due** | 20 points |
| Week 14  5/14- 5/18 | Protocols and Kid Talks  Guidance: 10 Strong Needs mistaken Behavior Observations/Documentation  Lesson Prep |  |  |
| Week 15  5/21- 5/25 | Protocols and Kid Talks:  Guidance: Ch 11 Developmentally appropriate guidance  Observations/Documentation  Lesson Prep | **Preschool Student Case Study**  **Assessment Grade**  **(Part of Portfolio)** | 40 points |
| Week 16  5/28- 6/1 | Protocols and Kid Talks:  Diversity  Observations/Documentation  Lesson Prep |  |  |
| Week 17  6/4- 6/8 | Protocols and Kid Talks:  Diversity  Observations/Documentation  Lesson Prep | **Professionalism Grade**  **Self Evaluation Rubric**  **DUE 12/18, 12/19** | 40 points |
| Week 18  6/11-6/14  FINALS WEEK | Group Reflection Protocols  Observations/Documentation | **Final Portfolio**  **Self Evaluation Due 1/24, 1/25** | Professionalism  (Turned in ALL observation.) |
| Week 19 Sem 1 | Review |  |  |
| Week 20 Sem 1 | Finals |  | **500 point Total** |

**Outcome Assessment Strategies:** Students will:

1. Participate in weekly large and small group discussions.

2. Complete required observation and guidance assignments and personal reflection statements.

3 Complete service learning hours or book/article reports.

4. Complete a case study of a child (age 0 - 6) using observation techniques covered in class.

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

Students will acquire skills and abilities through practice relating to:

1. Observe objectivity.

2. Running Records.

3. Anecdotals.

4. Relationships between development and guidance

5. A Pro-Social Environment

6. Positive Communication

7. Positive Action

8. Praise vs. encouragement

9. Effective guidance.

**POLICIES**

**Grading Guidelines:** <https://www.pcc.edu/resources/student-records/grading/>

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

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

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

**Student Rights and Responsibilities:** The Student Rights and Responsibilities Handbook (available online at: <http://www.pcc.edu/about/policy/student-rights/>) establishes students' freedoms and protections as well as expectations of appropriate behavior and ethical academic work. The Handbook includes items such as the Policy on Student Rights, the Policy on Student Conduct, and the Academic Integrity Policy.

**Additional Dual Credit Student Responsibilities:** Students are required to view and comply with the regulations set forth in the PCC Dual Credit Student Handbook. The Student Handbook is available online at: <http://www.pcc.edu/prepare/head-start/dual-credit/documents/student-handbook.pdf>

**Attendance Policy:** Students are expected to attend each class meeting. If a student is absent, it is the student’s responsibility to find out what was covered in class and complete the work completed within 2 class periods.

**Tualatin’s Code of Conduct Policy** **https://www.ttsdschools.org/site/handlers/filedownload.ashx?moduleinstanceid=421&dataid=14202&FileName=2016-17-SRRH-English-for-web.pdf**

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

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

**Title IX Non-Discrimination Statement:**

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

On-campus student: 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).

**Sanctuary College Statement:**

PCC is a sanctuary college. For more information and resources, see  [www.pcc.edu/resources/undocumented-students/](http://www.pcc.edu/resources/undocumented-students/)

**PCC DUAL CREDIT** [www.pcc.edu/dualcredit](http://www.pcc.edu/dualcredit)

This course is offered for **Dual Credit** through **Portland Community College**. In addition to earning high school credit for this class, you may also register for this class through PCC and earn the college credits. The PCC credit for this class is offered to you free of charge, which is a cost savings of $111/ per credit in tuition, plus fees and book charges!

If you want to register for this class with PCC, you first need become a Portland Community College student by completing the admissions application and selecting “PCC High School Dual Credit” as your admission type (if you have not done so already). You will be assigned a PCC email and ID #, and may also obtain a PCC ID card upon request.

**COURSE EVALUATION SURVEY**

If you register for this class with PCC, then it is important that you know about the end of course evaluation survey (<https://www.pcc.edu/resources/instructional-support/tools/course-eval/>).

At the end of the term you will receive notification to your PCC email account with instructions on how to complete the course evaluation survey. The survey is not required, though if you choose not to complete it you will have a course evaluation hold on your PCC account. This hold will not prevent future registrations, but will delay the availability for you to view your final grade on you PCC transcript until the week following finals week for the applicable PCC term (see: <https://www.pcc.edu/enroll/registration/academic-calendar.html>)

**PCC RESOURCES FOR STUDENTS**

As a PCC Dual Credit student you are able to access PCC facilities and services, just like an on-campus student. See below for more information on resources available to PCC Dual Credit students. <http://www.pcc.edu/resources>

Dual Credit classes can help you develop college skills.

*Please be informed that*:

* Dual Credit classes are PCC college classes that are part of your official college transcript.
* College classes, including Dual Credit classes, may impact college GPA, along with scholarship, financial aid, and athletic eligibility.
* You can find out how this course can fulfill requirements at PCC visit <http://catalog.pcc.edu/>.
* You can find out how this course can fit at other colleges and universities by contacting their admissions office.

You will need to consider the above information before you sign up for this PCC course.

# Child Development Student Confidentiality

Child Development students will be working with a diverse group of young children. Students are cautioned to discuss sensitive or private knowledge about individual children and families only in Child Development class and only for educational and professional purposes.

I agree to keep confidential any information about a child and his/her family situation. I understand that classroom discussions of a sensitive or private nature are for educational and professional purposes only.

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Student signature (Date) Student name printed:

**Parent or Guardian Photo and Field trip Permission**

**Parent or Guardian Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Parent or Guardian

Your son/daughter is enrolled in Child Development for this school year. Your student will be more successful if we all work as a team. Toward that goal, please sign here to confirm that you and your student understand the expectations, goals, opportunities, **grading system** and **responsibilities** of this program. I understand that if my student is found to have taken pictures, my student will be subject to a referral, or further consequences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Parent or guardian signature) (Student signature)

To assist in opening lines of communication between parents/guardians and myself, please write down your phone numbers and e-mail addresses so that I can better contact you when necessary. I want to share both successes and growth opportunities with you as much as possible. Also, please feel free to contact me via phone or e-mail if you have questions about the class or your student’s progress. ((503) 431-5745 or [mhampel@ttsd.k12.or.us](mailto:mhampel@ttsd.k12.or.us)). Thank you!

**1st contact (father/mother/guardian):**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Phone) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (email) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2nd contact (father/mother/guardian):**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Phone) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Email) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student e-mail address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Another note for parents/guardians: Students enrolled in Child Development for ***two years*** have the opportunity to earn 5 credits through Portland Community College. More information about these credits will be provided to your student throughout the school year. Second year students will be working toward a PCC portfolio of work for this credit in their regular course work, as well as amassing credit hours and experience towards a Child Development Associates Degree credential!

Warmest Regards,

Mackenzie Hampel, Child Development Instructor

Ph: 503-431-5745 or Email: [mhampel@ttsd.k12.or.us](mailto:slind@ttsd.k12.or.us)

**Student Contract for Child Development Classes**

Child Development, coordinated with Tualatin Tiny Timberwolves Preschool, gives children aged 3-5 years the foundations for success, an optimistic attitude towards learning, constructive social interaction skills, and many of their first memories of school. In order to provide a safe, positive, and respectful environment for these children, Child Development students ***need to both want and like to work with children.***

Preschool children are in their formative years. This means they are forming the knowledge, attitude, and behavioral basis for the rest of their lives. Therefore, special care needs to be taken to assure that the children enrolled in the Tualatin Tiny Timberwolves Preschool have only the experiences that are appropriate for their healthy growth and development.

The following guidelines **must** be followed by teens in Child Development while working in our preschool.

1. **Appropriate language, behavior, dress, and role modeling.** Demonstrate personal role modeling of the highest citizenship and character, reflective of a workplace where children and their parents are present.
2. **Regular attendance and involvement. 40% of final grade is influenced by regular attendance.** Remember that the knowledge gained while in class and involved is essential for a safe, educational, and fun learning environment for the children. The children and other teachers need you to be present and involved each and every day so that the preschool students can receive the best education possible.
3. **Respect** for teachers, children, parents and peers. Give respect and receive respect.
4. **Be prepared** for class assignments and lessons for the children on time.
5. **Use positive guidance techniques** at all times in the presence of preschoolers. Always communicate the behavior you would like to see, such as “walking feet,” or “whisper voices.” (Avoid mention of negatives such as “no running” or “no yelling.”)
6. Participating students must be **mature, responsible, dependable** and able to make reasonable decisions.
7. **Emphasis must be on the children** . . . hold private conversations outside of the preschool.
8. **Display actions and attitudes of a cooperative, positive, and dedicated nature.** Working with children is an elite activity that is reserved for trusted individuals. Remember to act in accordance with the trust you are receiving.
   1. ***If I, Ms. Sweeney, or Teacher Tonia see an electronic device, it will be confiscated and delivered to the SAO. 1st Offense: Student may pick it up after school. 2nd Offense: Parents must pick up the device after school.***
   2. Under NO circumstance should a phone be out in the preschool. First offence is a warning and phone will be confiscated after that, admin will be involved and resulting in a range of consequences.
   3. ***If any student is found to have posted images or video to Social Media, that student’s act will result in a referral; admin will be involved. (This is a safely issue, for the preschool child.)***
9. **Get down to the child’s level—**you are super-sized to these little people. It can sometimes be scary to have someone towering over you.
10. **Communicate instructions to children at an appropriate voice level**. Children appreciate respectful communication from teachers just as much as you do.

In addition, see PCC’s Behavior Policy which is also required, viewable at [www.pcc.edu/about/policy/student-rights/student-rights.pdf#code-of-student-conduct](http://www.pcc.edu/about/policy/student-rights/student-rights.pdf#code-of-student-conduct)

I have read and understand the above statements and agree, as an individual and team player, to abide by these guidelines, and work to make this class a valuable, positive experience for everyone involved. I understand that any instance of violation of these guidelines may be cause for dismissal from this class at the instructors’ discretion.

**Student Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

**Parent/ Guardian Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

There is no reason why my student can’t participate in this program.

## Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_

I will do my best to respectfully help each student be successful.