**Portland Community College**

**ED 100: Introduction to Education for Para-Educators (3 Credit Hours / 30 Lecture Hours)**

**Tualatin High School**

22300 SW Boones Ferry Rd Tualatin, OR 97062

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

**This is a semester long course.**

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

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:** Students will use a variety of articles and materials

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

**COURSE INFORMATION**

**Course Content Outcome Guide**:

**Intended Outcomes for the Course:**

Students will:  
1. Use an understanding of school issues in our society and the roles of various instructional

personnel in schools in order to work effectively in a school setting;  
2. Communicate effectively in situations relating to students, parents, and professional

colleagues;  
3. Use reason, decision-making, and complex problem-solving in school-related situations

especially those regarding ethics and confidentiality;  
4. Gather and present pre-employment materials (e.g., resume, cover letter, requests for letters

of reference);  
5. Use organizational skills appropriate for school settings;  
6. Apply study skills necessary for college success

7. Apply legal and ethical principles to school situations to determine appropriate responses.  
8. Relate contemporary social, ethical and legal school issues to their historical context  
9. Differentiate the various roles of educators and school personnel to enhance effective   
10. Demonstrate communication skills in situations relating to students, parents, and

professional colleagues.  
11. Demonstrate the ability to use reason, decision-making, and complex problem-solving in

school-related situations especially those regarding ethics and confidentiality.  
12. Gather and prepare pre-employment materials (e.g., resume, cover letter, requests for

letters of reference) to present themselves as viable candidates in the workplace.

**Course Description**: Explores the roles of a variety of personnel in schools. Includes personal

responses to school situations, students, other personnel and the roles of schools in

American Society. Examines ethical, legal, and administrative implications for educators.

Recommended as an initial course for those contemplating a career in education.

Course is designed to ease the transition of students to college-level study.

**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

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

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

**40%** 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.**

**Course Grading:**

|  |  |  |
| --- | --- | --- |
| Category 1 (C1):  Assignments (7) | \*Discussion/Group Collaboration  \*Cornell Notes | 40% |
| Category 2 (C2): Research Papers (2) | \*Equity in Schools  \*Legal/Ethical Review | 20% |
| Category 3 (C3): Pre-employment portfolio | \*Research on employment availability and salaries  \*Resume  \*Cover letter  \*Research college preparatory programs | 10% |
| Category 4 (C4): Activities (4) | \*Attendance/Review of School Board meeting  \*Attend Learning Team Meeting  \*Attend Staff Meeting  \*Job Shadow at another school site (depends on job preference)  \*MicroTeaching | 20% |
| Final Exam | \*Presentation to Staff | 10% |

***\*\*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-Subject to Change**

**Semester**

|  |  |  |
| --- | --- | --- |
| **Week** | **Resources** | **Assignments** |
| **Week 1** | **Why education?** | **Reflection (C1)** |
| **Week 2** | **History of Education** |  |
| **Week 3** | **History of Education**  **Part 2** | **Cornell Notes (C1)** |
| **Week 4** | **History of Education**  **Part 3/Part 4** | **Cornell Notes (C1)** |
| **Week 5** | **Legal/Ethical Issues within Education** |  |
| **Week 6** | **Legal/Ethical Issue within Education** | **Research Paper (C2)** |
| **Week 7** | **Job Shadows** | **Reflection (C4)** |
| **Week 8** | **Equity** | **Discussion**  **Reflection (C1)** |
| **Week 9** | **Equity** | **School System Design (C2)** |
| **Week 10** | **Job Shadows** |  |
| **Week 11** | **Job Search Skills** | **Portfolio (C3)** |
| **Week 12** | **Careers in Education** |  |
| **Week 13** | **Teachers and Paraeducators** | **Reflection (C4)** |
| **Week 14** | **Communication** | **Socratic Seminar**  **Philosophical Chairs (C1)** |
| **Week 15** | **Micro-teaching**  **Lesson Design** | **Lesson Plan (C4)** |
| **Week 16** | **Micro-teaching** | **Discussion (C1)** |
| **Week 17** | **Micro-teaching** | **Mini-presentation (C4)** |
| **Week 18** | **Micro-teaching** | **Reflection (C1)** |
| **Week 19** |  | **Presentation to Staff** |

**Outcome Assessment Strategies:**

Students’ progress will be evaluated and criteria for assigning a course grade by the following tools: written assignments, quiz, small group problem solving, discussion/debate of current issues, portfolio of pre-employment materials, and attendance/participation.

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

1. Write and discuss the following issues: history, ethics, school law, current issues and school board meeting.
2. Describe the various roles of para-educators in school settings.
3. Write: cover letter, resume, complete job application, request letters of reference.
4. Use effective communication and role conflict resolution strategies, interpret personalities and learning styles.
5. Apply clerical skills to a school context.

**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).

**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 $104/ 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>

**Access to Computer Labs:** <http://www.pcc.edu/resources/computer-labs/>

Cascade TEB 125 (971) 722-5440 | Rock Creek Bldg. 2 Room 259 (971) 722-7510 | Southeast Library 120 (971) 722-6474 | 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 Student Union 302 (971) 722-5795 | Rock Creek Bldg. 7 Room 118 (971) 722-7435 | Southeast Mt. Tabor Hall Room 150 (971) 722-6054 | Sylvania CC 267B (971) 722-4112)

**Student Learning Centers:** <https://www.pcc.edu/resources/tutoring/sylvania/student-success/>

Cascade TH 123 (971) 722-5263 | Newberg Center (971) 722-8602 | Rock Creek Bldg. 7 Room 218 (971) 722-7414 | Southeast 1st Floor (971) 722-6470 | Sylvania Library 140 (971) 722-4540. Sylvania Campus also offers subject-specific tutoring labs. For a current list of labs, visit: <https://www.pcc.edu/resources/tutoring/sylvania/>

The Student Learning Center is an informal, open study area, with the added benefit of tutoring assistance. Tutoring is Free for PCC students and is primarily done on a first-come, first-served basis.

Free Tutoring:<http://www.pcc.edu/resources/tutoring/> 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/>

Cascade CA TH 220 (971) 722-5995 | Rock CreekBldg. 3, Rm. 101 (971) 722-7733 | Southeast SE Library 218 (971) 722-6158 | Sylvania CT 239 (971) 722-4952

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

Cascade 705 N. Killingsworth St. (971) 722-5322 | Rock CreekBldg. 9, 2nd Floor (971) 722-7413 | Southeast 2305 SE 82nd Ave. (971) 722-6187 | Sylvania 12000 SW 49th Ave. (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.

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.

***THIS PAGE TO BE RETURNED TO MS. HAMPEL—COMPLETE BOTH SIDES***

# 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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_

(Student signature) (Date)

Student name printed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent or Guardian Photo Permission**

I understand that if my student is found to have taken pictures, my student will be subject to a referral, or expulsion from the program.

**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.

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

(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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work #) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (home #) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work #) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (home #) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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**

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.***

At the Job Site 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 at your Job Site have only the experiences that are appropriate for their healthy growth and development.

The following guidelines **must** be followed by teens in Child Development Practicum while working at their jobsites.

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 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 students. 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. **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. Under NO circumstance should a phone be out in the Job Site. First offence is a warning and phone will be confiscated after that, admin will be involved and resulting in a range of consequences.
   2. ***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 students.)***
8. **Get down to the child’s level**
9. **Communicate instructions to children at an appropriate voice level**. Children appreciate respectful communication from teachers just as much as you do.

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

## Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Date: \_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_