Course Title: Introduction to Early Childhood Education

Designated Grade Levels: 9th-12th

Credits: 1.0

Prerequisites: Fundamental of Social and Human Services

Instructor: Mrs.Bagby

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Textbooks and Supplemental Resources:

- All about the ECERS-R (Debby Cryer, Thelma Harms, Cathy Riley, K Press, ISBN: 0-88076-610-7)
- Arizona Early Learning Standards, Arizona Department of Education, 2005
- Effective Practices in Early Childhood Education: Building a Foundation (Sue Bredekamp, Person Publishers, ISBN: 978-0-13-704756-7)
- Essentials for Child Development Associates: Working with Young Children, 2nd edition (Carol Brunson Day, Editor, Council for Professional Recognition, ISBN: 0-9759140-0-6)
- Skills for Preschool Teachers (Janice Beaty, Pearson Merrill Prentice Hall, ISBN: 0-13-158378-6)
- Working with Young Children (Judy Herr, Goodheart-Wilcox, ISBN: 1-59070- 128-3)

Course Description:
This course will open the door to careers in the early childhood education field. With core knowledge gained in the fundamentals of early childhood this course will build that knowledge, skills, and confidence necessary for working successfully with children. Students will gain practical experience by assisting in the operation of a preschool during lab time. The classroom lessons and lab experience will teach practical ways to guide children through a variety of daily experiences in safe, fun and educational ways. Curriculum will follow the Child Development Associate certification process and students will complete the following components: Safety, Health and Nutrition, Learning Environment in Early Childhood, Principles of Child Development and Curriculum, Intellectual Development, and Social, Emotional and Self-concept Development. The professional resource file will also be introduced as students collect and organize data, complete activities, and provide evidence of learning.

Goals of Introduction to Early Childhood Education:
1. The student will practice safe workplace procedures (Standard 5.0)
2. The student will establish practices to support good health and nutrition in young children (Standard 6.0)
3. The student will establish and maintain an environment to promote learning and discovery (Standard 7.0)
4. The student will demonstrate professionalism in the field of early childhood education (Standard 13.0)
5. The student will analyze the continuum of physical and sensory development in young children (Standard 1.0)
6. The student will support the continuum of social and emotional development in young children (Standard 2.0)
7. The student will analyze the continuum of cognitive development in young children (Standard 3.0)
8. The student will analyze the continuum of language and literacy development of young children (Standard 4.0)
9. The student will promote opportunities to stimulate creativity in young children (Standard 8.0)
10. Provide opportunities for the development of a positive sense of self and independence in young children (Standard 9.0)

Passes:
The student handbook must be used and the students name written on the passbook page. Students are expected to use the restroom and get water before class starts.

Grading and Assignments:
Grades will be based on class work, notes, homework, projects, tests / quizzes, resource file, weekly lesson plans and participation in the preschool lab. All assignments and participation points must be turned in on time to receive full credit. Once graded assignments have been returned to students late homework will NOT be accepted. Late Participation Points will not be accepted. It is the student's responsibility to make up any missed work or tests within 2 days upon returning from an absence. Until the work is made up, the grade will remain a "zero" in Powerschool.

<u>Homework Policy</u>: The district homework policy will be implemented:

Homework should be purposeful, intentional, and relevant to instruction. All types of homework should promote high quality learning and achievement. Teachers introduce new concepts, information, and skills in school, not in homework.

- Time: Time spent on homework should be purposeful in terms of learning and skill acquisition. Homework may be assigned on a daily or long range basis where students can expect on average seventy 70 to 120 minutes per night encompassing all subject areas.
- Grading, Commenting, Feedback:
  Homework grades and feedback should promote and reflect student learning. Research indicates teachers should provide timely, relevant feedback to increase student achievement.
- Parental Involvement: Parents will be familiar with the philosophy of the homework guidelines and honor the importance of homework. In order to promote student success, parents should honor the importance of homework by providing a place, time, resources, and supervision.
- Student's academic progress can be monitored regularly in PowerSchool. Additionally, most homework assignments will be posted in PowerSchool once they are assigned with the due date.

<u>Tardies/Absences</u>:
- Attendance is crucial to learning in the lab environment and directly affects the grade. Students will earn daily participation points each preschool day. In the event of an absence, the student will receive a zero for that day.
- The school attendance policy is enforced: if the absence is excused, including doctor and/or illness, it is the student's responsibility to complete an alternate assignment to make up the participation points.
- As per the student handbook, a student with 8 or more absences may be dropped from the class.

<u>Materials/supplies</u>:
Spiral notebooks for note taking
2" 3-ring binder for Resource File
Sheet Protectors (for Resource File)
Pen and highlighters (2 different colors)
Package of 3x5 index cards

<u>Classroom Expectations & Guidelines</u>:
- Respect others, respect yourself and respect your school
- Come to class prepared with materials and assignments
- No cell phones, food or drinks allowed (water is ok)
- No swearing in the classroom or preschool lab
- Students are required to be engaged in the lessons and labs
- Working on other class work is not allowed
- STUDENTS ARE NOT TO LEAVE VALUABLES, INCLUDING CELL PHONES, WALLETS AND MONEY IN THE CLASSROOM ON PRESCHOOL DAYS. The room is unsecured and these items are left at your own risk. Valuable items need to be placed in lockers prior to class.

<u>Preschool Lab Policies / Expectations & Guidelines</u>
- Be respectful, prepared and pleasant to parents, children and c0-workers.
- If your partner is absent or lesson is not ready, you will be expected to teach anyway. You are still responsible. Period, no expectations.
- Be productive and ready to work: interact with the children at all times and not with each other. You are expected to be on the floor or carpet with the children, not sitting at the tables or against the wall with your peers.

- NO clustering (Mrs. Hendry's pet peeve).
- ALL conversations are with the children and must be age appropriate. All conversations must be related to preschool.
- You must be actively supervising at all times. This includes inside, outside and any activity outside of the classroom (pep rally, wrestling room, library, nature walk, field trips, etc.).
- Show initiative and be helpful. Do not wait to be told what to do.
- Be fair to all children and share your time equally with each child. During carpet time, children are NOT to be in the teachers laps. .
- NO CELL PHONES in the preschool area or outdoor area. IF a phone is visible or audible – IT WILL BE TAKEN. School cell phone policy will be enforced. Cell phones being used will be taken away and turned into the front office. NO EXCEPTIONS.
- iPads are for preschool related activities only. Do not check your facebook, email, twitter, snap chat or instragram. Do not use it for 'selfies'. Per district policy, you will lose all technology privileges and receive detention.
- No food or drinks allowed.
- Mrs. Hendry, Ms. Courtney and Ms. Edwina are your 'go to 'peeps' when you are in the preschool area. Mrs. Bagby is your 'go to peep' while you are in the classroom.
- Only one person at a time in the die cut room. Obtain a pass and sign out.

Bring Your Own Device

1. Purpose
   Digital devices, including smart phones, tablets, I pads, are no longer just being used to interpersonal communication between peers. In Early childhood education students can learn to utilize these devices for educational and reference purposes, access information easily and quickly. Students will be allowed to use their personal digital devises only at designated times and for teacher-designated purposes.

- Making video /presentations for class projects, document creation (lesson planning, calendar, etc.)
- Accessing / implementing teacher created videos, classroom appropriate websites (Google, YouTube, FCCLA)
- Research (defining unfamiliar words, data, etc.)
- Interacting with other students about the material they are learning

2. Monitoring
   - BYOD rules will be explained prior to implementation.
   - Inappropriate use of digital device will result in….
     o Revocation of privileges for that day
     o Device potentially being taken away and given to the office
     o Revocation of BYOD privileges within the classroom.
   - I will walk around and closely monitor students who are using their devices in class.
   - The device will be kept face down when not time to be used.
   - Character education—it is important that the teacher builds a rapport with the students and stresses, as well as models, integrity in order to build a climate of trust and respect.

3. Acceptable Devices
   Digital cameras or digital video recorders, laptops, cell and smart phones, I Pads

4. Inequity / Loaner Devices
   Students without digital devices will be grouped with students who do have digital devices or allowed to use IPADs. More than half of students in any given classroom have a digital device that can be used. Loaner devices are currently being secured for the classroom, so students who do not have these devices can still participate in the activities.

5. <u>Integrated Content and Technology Standards</u>
   - Create innovative projects using digital tools to express original ideas.
   - Use digital collaborative tools to synthesize information, produce original works, and express ideas.
   - Collaborate with peers, experts, or others in the global community employing a variety of digital tools to share findings and/or publish in a variety of ways.
   - Communicate information and ideas respectfully and effectively to multiple audiences using a variety of digital environments.
   - Evaluate diverse information sources.
   - Locate and synthesize information utilizing advanced search strategies including a variety of search engines, metadata search engines, web searches and databases.
   - Evaluate information identifying facts, opinions, bias, inaccurate and misleading information by analyzing multiple sources.
   - Synthesize research information to create new understanding and innovative solutions.
   - Defend the authority of primary and/or secondary sources used in research. Apply ethical use of information and media by respecting the principles of copyrights, intellectual freedom and property rights, using information and media technology responsibly, and citing resources appropriately.
   - Present defendable solutions and make decisions from multiple perspectives using collected resources and data. Determine when it is appropriate and safe to use various personal digital devices.
   - Advocate and practice safe, legal, and responsible use of digital tools as defined by school board policy and procedures.
   - Demonstrate safe online communication practices regarding personal information.
   - Advocate and exhibit digital citizenship by leading by example and advocating social and civic responsibility to others.
   - Transfer understanding of current technologies to new and novel learning situations.

6. <u>Use Location</u>
   Students will primarily use the devices in Early Childhood classroom and Preschool areas. Students found abusing their digital device privilege will receive a cell phone violation and/or have their digital device contract revoked. (We have a strict policy about <u>not having devices while teaching and supervising preschoolers.</u>

7. <u>Wireless Access</u>
   - Room J- 140 and J- 137 will be the primary area of utilization of these devices, with the possibility of utilizing the devices in the vicinity of the classroom and preschool playground and surrounding areas to record video or audio files.

SmartBoard Guildlines

1. Never touch the cart with the proxima and laptop without permission.
2. Use only a finger or one of the Smartboard pens to gently touch the SmartBoard – NO EXPO MARKERS.
3. Only one student will touch the SmartBoard at a time.
4. Use the SmartBoard as an educational tool.
5. Respect others.

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1. <u>Student/Parent Agreement</u>: We have read and understand the course syllabus. We understand that willful misconduct of safety and sanitation guidelines and school policy and/or a grade of D or below may result in the removal from the course. Failure to meet any of the preschool policies will result in grade deduction and or a possible detention / referral.

I also understand that personal and/or valuable items are not to be left in the classroom on preschool days. Valuables are to be stored in the students' locker prior to preschool starting.

2. <u>BYOD (Bring Your Own Device) – Parent & Student Agreement</u>

<u>Guidelines</u>:
1. Students:
   a. The student takes full responsibility for their device.
   b. The student complies with the teachers' instruction pertaining to the project using their digital device and uses the device only during those specific classroom hours.
   c. The personal device shall be charged prior to bringing it to school.
   d. The student adheres to the rules stated in the IT Use Agreement policy.
2. District:
   a. The district is <u>not</u> responsible for the security of the device.
   b. The district is <u>not</u> liable for the theft, damage, repair, up-keep, loss or vandalism of the personal device. (Note: It is recommended to record the device's serial number, model and type).
   c. The district reserves the right to inspect a student's personal device if there is reason to believe the student has violated district policies, school rules, or the IT Use Agreement policy.
   d. The district has instituted Protocol that meet the requirements of the Children's Internet Protection Act (CIPA).

Student: I have read, understand, and agree to abide by the BYOD Protocol of the School District. I understand any violation of the protocol is unethical and may result in loss of the use of my personal device at school, access to school computers/IT devices, removal from class for no credit, disciplinary action and involvement of law enforcement agencies when state or federal laws are violated.
Parent/Guardian Cosigner: I have read and understand this agreement. I give permission to my student to use their personal digital device at school and realize that it is his/her responsibility to abide by the provisions of the IT use agreement OR use a Loaner Device. I will not hold the district liable if the personal digital device is stolen, vandalized, or broken.

3. <u>Smartboard Agreement</u>: I understand the privileges and rules of using the Smartboard and agree to the user terms.

_____   _____   _____
Student Name (printed)   Student Signature   Grade / Class Period

_____   _____   _____
Parent Name (printed)   Parent Signature   Date