ECE 130 A, B & C: Practicum Seminar 1, 2, & 3
Fall, 2026

Faculty: Jennifer Vernon, MS
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Class Times: 5:00– 6:50pm
Days: Thursday
Location: Zoom
Credit Hours: 2
CRN: 41036, 41309 & 41493
Dates: 09/21/2026- 12/11/2026
Prerequisites: WR 115/ RD115 or IRW 115 and MTH 20 or equivalent placement. ECE 130A= ECE 120, ECE 121, ECE 124. ECE 130B= ECE 120, ECE 121, 122i or 123p, HEC 201
Corequisite: ECE 133/131A or 134/131B or 135
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Course Description

130A: Reflects on the introductory skills necessary for supporting the total development of children, ages 6 weeks to 6 years. Focuses on the role of the teacher in implementing a quality early childhood education program. Approved practicum application required.

130B: Builds on the previous practicum and seminar experiences and reflects on the intermediate skills necessary for supporting the total development of children, ages 6 weeks to 6 years. Focuses on the role of the teacher in implementing a quality early childhood education program.

130C: Builds on the previous practicum and seminar experiences to review the advanced skills necessary for supporting the total development of children, ages 6 weeks to 6 years. Focuses on the role of the teacher in implementing a developmental program of early childhood education.

Addendum: Participating students are expected to attend seminar as scheduled and on time, actively participate in all aspects of the seminar, and complete all required assignments for seminar.

Texts and Supplemental Materials

Available in the PCC Sylvania bookstore.

Required Materials

American Psychological Association (APA) (2020). *Concise guide to APA style* (7th ed.). Washington, DC: Author.

Teachstone (2018). Teachstone CLASS Dictionary. Teachstone Training LLC. (V1.3); Charlottesville, VA.

Teachstone (2018). Teachstone CLASS Strategy Cards. Teachstone Training LLC. (V1.3); Charlottesville, VA.

NOTE: Additional handouts will be provided by the instructor.

Intended Learning Outcomes & Objectives

130A: Upon completion of the course students should be able to:

- Reflect on beginning level instructional strategies, interactions with children and families, and curriculum development based on experiences from the first term of practicum.

130B: Upon completion of the course students should be able to:

- Reflect on intermediate level instructional strategies, interactions with children and families, and curriculum development based on experiences from the second term of practicum.

130C: Upon completion of the course students should be able to:

- Reflect on advanced level instructional strategies, interactions with children and families, and curriculum development based on experiences from the first term of practicum.

By successfully completing this course, students will be working toward the mastery of the following NAEYC Standards for Early Childhood Professional Preparation for Associate Degree Programs:

NAEYC Accreditation Key Assessment 5

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 6: Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.
6c: Using professional communication skills
6d: Develop and sustain the habit of reflective and intentional practice
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.
For more information on the NAEYC Standards and Keys used in Accreditation, please go to: NAEYC Higher Education Accreditation Standards

Assignment Guidelines
In this Key Assessment, you will explore the CLASS teacher assessment tool, consider the items on which you would like to improve your professional practice, and then reflect on the results of your CLASS assessment in light of your improvement efforts.
All required written observations, planning, and evaluations should be posted to D2L for the week in which they are due.
Step 1: CLASS Dimensions Understanding and Reflection Journal
Each week, you will read or review the CLASS assessment in your CLASS Dimensions Dictionary and Strategy Cards. See the course syllabus and module for specific schedule and focus.
In the journal template, you will…

A. 1) Describe your understanding of the dimension (i.e. how is the CLASS tool or individual CLASS dimensions linked to best practice, effective strategies and tools for work with young children) (NAEYC 4a).
   2) How might use of this dimension (tools and strategies) look different depending on the cultural and linguistic context of the children with whom you are working (i.e. What is your understanding of how this dimension might be demonstrated in a culturally responsive manner?)? (NAEYC 4c).
B. Provide a specific example of how you used the dimension successfully in your work with children from the week. (NAEYC 4b).
C. Finally, reflect on ways that you might improve or increase your use of the dimension, providing specific steps that you will take in your work. (NAEYC 6b).

You will submit your journal to your instructor prior to your final practicum conference. See syllabus for submission details.

***NAEYC Standard 4, 4a*:** Your journal entries on the CLASS tool indicate your understanding of the ways in which supportive and responsive relationships form the foundation of work with children and positive developmental and learning outcomes. CLASS Dimensions alignments: Infants - Relational Climate and Teacher Sensitivity; Toddlers- Positive Climate, Teacher Sensitivity, Regard for Child Perspectives and Behavior Guidance; Preschool- Positive Climate, Teacher Sensitivity, Regard for Student Perspectives and Behavior Management
***NAEYC Standard 4 4b*:** Your descriptions of specific examples of CLASS tool use from your practice and the strategies you identified to improve or increase your demonstration of the dimension reflect your understanding of the ways in which a broad range of materials, experiences and interactions supports early learning and development. CLASS Dimensions alignments- Infants- Facilitated Exploration; Toddlers- Facilitation of

Learning and Development, Quality Feedback and Language Modeling; Preschool-Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback and Language Modeling

NAEYC Standard 4, 4c: Your description demonstrates how you use the tool with culturally and linguistically diverse children.

NAEYC Standard 6 6b: Your descriptions of your understanding of the CLASS dimensions and links to your professional practice demonstrates your knowledge of early childhood professional guidelines.

Step 2: Submit Results of CLASS Administration

Submit a scanned copy of the results of your Midterm CLASS assessment with your final journal template.

NAEYC Standard 4, 4c: The results of your Midterm CLASS assessment reflect your ability to use a research-based repertoire of developmentally appropriate teaching and learning and culturally and linguistically supportive approaches to support children's learning and development based on your learning from CLASS observations through all terms of practicum.

***NAEYC Standard 6, 6b*.** Your performance on the CLASS assessment is an indicator of the extent to which you uphold a set of early childhood professional and ethical guidelines.

***NAEYC Standard 6, 6c*.** Your professional communication in the classroom is authentically assessed in practice through the CLASS tool. Specifically: Language Modeling, Quality of Feedback, Teacher Sensitivity, Relational Climate, Negative.

Step 3: CLASS Results and Final Narrative Self Evaluation

Reflect on the following questions and write your responses. Your responses will be submitted as one document in D2L (Desire to Learn) under the CLASS Compilation Journal, Results and Narrative Self Evaluation assignment box.

A. Review your CLASS journal over this last term. What did you learn about yourself (as a learner, as someone being evaluated based on your actions) and your practice from your exploration of the CLASS dimensions and the results of your CLASS assessment? (NAEYC 6e)
B. What CLASS Assessment feedback did you receive from your Practicum? How did you use that information to improve or increase your use of the CLASS dictionary/strategies? In what ways were your efforts successful? What strategies or approaches are you still finding difficult to use consistently? (NAEYC 6d)
C. As you move forward on your professional journey in early learning, what 2 goals would you set for yourself with regard to the CLASS dimensions? How do you feel that improvements or increases in the use of these dimensions might promote positive outcomes for both individuals and groups of young children? (NAEYC 6a)

***NAEYC Standard 6, 6a*:** By setting professional goals to improve your practice related to CLASS performance, you are demonstrating your involvement and identification with the early childhood field.

***NAEYC Standard 6, 6d*:** By reflecting on your practice and receiving feedback from your practicum faculty demonstrates your ability to engage in continuous, collaborative learning to inform your practice.

***NAEYC Standard 6, 6e*:** By reflecting on your practice, changes in your practice over time, and plans for the future, you are demonstrating how regular reflection on the effectiveness of employed teaching and learning approaches results in responsive and intentional practices that promote positive outcomes for young children.

Key Assessment 5: ECE 130c CLASS Implementation Assessment Candidate Performance Rubric				
		Does Not Meet Standards	**Progressing Toward Standards**	**Standards Achieved**
Standard 4, 4a Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. Assignment Step 1A1	Candidate did not complete the question/section.	In journal entries, Candidate is unable to articulate the links between positive relationships and responsive practices with young children.	Candidate is able to articulate the foundational role of positive relationships and supportive interactions in work with children…	And is able to describe ways in which relationships and responsive interactions may vary depending on the individual child's development and lived experiences (personal, familial, cultural).
Standard 4, 4b Understand and use teaching skills that are responsive to the learning trajectories of young	Candidate did not complete the question/section.	In journal entries, the candidate is unable to describe the tools and strategies that will result in demonstration of the CLASS dimensions.	In considering the CLASS domains and dimensions, the candidate articulates strategies and tools that support approaches to teaching…	And, the candidate describes how these strategies and tools may be employed in an individually and culturally responsive manner.

children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. Assignment Step 1B				
Standard 4, 4c Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal	Candidate did not complete the question/section.	Candidate has not evidenced a broad repertoire of DAP approaches as evidenced by average CLASS assessment ratings across dimensions range between 1 and 3 with an average across domains of less than 3.	Candidate is progressing toward demonstration of a broad range of DAP approaches as evidenced by average CLASS assessment ratings across dimensions range between 3 and 5 with an average across domains of more than 3, but less than 5.	Candidate consistently demonstrates a broad range of DAP approaches as evidenced by average CLASS assessment ratings across dimensions ranging between 5 and 7 with an average across domains of more than 5.

design for learning. Assignment Step 1A2 & CLASS Assessment				
Standard 6, 6a Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. Assignment Section 3C	Candidate did not complete the question/section.	Candidate has not identified professional goals.	Candidate has identified professional goals but has not articulated how improvements or increases in the use of the CLASS dimensions addressed by the goals might promote positive outcomes for both individuals and groups of young children.	Candidate has identified professional goals and has articulated how improvements or increases in the use of the CLASS dimensions addressed by the goals might promote positive outcomes for both individuals and groups of young children.
Standard 6, 6b Know about and uphold ethical and other early childhood professional guidelines. Assignment Step 2 and CLASS Assessment Copy	Candidate did not complete the question/section.	Candidate has not described their knowledge of the CLASS domains and dimensions. **OR**, candidate has not reached a minimally satisfactory level of performance on the CLASS assessment (average score across domains of less than 3)	Candidate has described their understanding of the CLASS domains and dimensions but has not articulated links to personal professional practice. **OR** candidate has reached a satisfactory level of performance on the CLASS assessment (average score across domains	Candidate has described their understanding of the CLASS domains **and** has articulated links to personal professional practice **and** the Candidate has reached an above average level of performance on the CLASS assessment (average score across domains of 5 or greater).

			of at least 3 but less than 5).	
Standard 6, 6c Using professional communication skills Step 2 and CLASS Tool	Candidate did not complete the question/section.	Candidate has not reached a minimally satisfactory level of performance less than a 3 on the CLASS assessment on the age specific dimensions. Infants: TS, ELS,RC, *RC, TS* Toddlers: LM, QF, TS, RCP, PC, NC, BG Preschool: LM, QF, TS, RSP, PC, NC, BM, P	Candidate has reached a satisfactory level of performance on the CLASS assessment score of at least 3 but less than 5 in the following dimensions: Infants: TS, ELS,RC, *RC, TS* Toddlers: LM, QF, TS, RCP, PC, NC, BG Preschool: LM, QF, TS, RSP, PC, NC, BM, P	Candidate has reached an above average level of 5 or greater performance on the CLASS assessment dimensions: Infants: TS, ELS,RC, *RC, TS* Toddlers: LM, QF, TS, RCP, PC, NC, BG Preschool: LM, QF, TS, RSP, PC, NC, BM, P
Standard 6, 6d Develop and sustain the habit of reflective and intentional practice Step 3B	Candidate did not complete the question/section.	Candidate does not reflect on CLASS feedback and does not discuss their learning **OR** lacks how they will implement for future practices.	Candidate partially reflects on CLASS feedback and does not discuss their learning **OR** lacks how they will implement for future practices.	Candidate thoroughly reflects on CLASS feedback and discusses their learning and future improvements to inform their practices.
Standard 6, 6e Develop and sustain the habit of reflective and intentional practice in their daily work with young	Candidate did not complete the question/section.	Candidate provides limited evidence of having learned from CLASS assessment results and consideration of CLASS dimensions. Candidate is unable to describe how they might	Candidate shows evidence of reflection on personal practices. However, Candidate may be unable to articulate what was learned personally (what did I	Candidate articulates a comprehensive reflection on the study of the CLASS dimensions and the results of the CLASS assessment. candidate articulates the

children and as members of the early childhood profession. Assignment Step 3A		modify their practice to better respond to the needs of the children with whom they work.	learn about myself as a learner) from the CLASS assessment experience. **OR**, Candidate may not link improvements in practice to specific child outcomes.	ways in which the experience affected their practice as a professional and their understanding of themselves as learners. Finally, Candidate articulates goals with clear links to positive outcomes for young children.

Teaching Philosophy

As a scholar-practitioner-educator of Early Childhood Education, my objective is to encourage students to become reflective practitioners, critical thinkers, active learners, and engaged community participants.

Instructional Methods

ECE 130A, 130B & 130C are highly participatory course. Learners will explore the above objectives through various formats including, but not limited to, required assignments, readings, class discussions, videos, reflective, formal, and expository writings, outside observations/interviews, action methods and experiential activities, group cooperation, and contemplative practices. It is the instructor's responsibility to prepare assignments and activities that lead students to learning the most critical information and skills for the class. It is the student's responsibility to meet the instructor "half-way" by attending class, completing the reading and assignments, and participating fully in class activities.

Counseling

The field of Early Childhood Education is intense, dynamic, and physically and emotionally challenging. Working in the field may bring up strong emotions as well as current, past, and unresolved psychological trauma from childhood. *It is strongly recommended that students enrolled in the ECE program seek professional counseling while participating in the program.* Free and confidential counseling services are available to all PCC students at no cost through PCC Counseling Services.

Clackamas County Crisis Line: 503-665-8585
Multnomah County Crisis Line: 503-988-4888
Washington County Crisis Line: 503-291-9111
National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
Crisis Text Line: Text HOME to 741741

Suicide and Crisis Line: 988

Course Policies, Procedures, and Expectations

- ***Read this course syllabus thoroughly!*** Ask the faculty questions about anything you do not understand that is on the syllabus or an assignment.
- ***Follow directions carefully!***
- **Successful completion of this course is dependent on a "C" average** (70%) or higher. All ECE majors must take the class for a letter grade and receive a "C" or higher to count toward your certificate or degree.
- Cell phones must be turned off or on "silent" during class time. If you need to take a call, please leave the classroom discretely and respectfully.
- **It is the responsibility of the student to track their own learning** and progress in this class.
- **Confidentiality:** Please respect confidentiality throughout the course. Due to the nature of the topic, participants may share personal information. **Please DO NOT discuss another student's personal experience or information with anyone outside the course. The only time confidentiality does not apply is when there is a concern of harm to self, or others.** If you have a concern, please discuss this with the instructor.
- **Demonstrate respect for another's perspective or point of view** and a cooperative approach to working with others. As part of our ongoing professional development, it is vital that we each contribute to a classroom climate that values each individual and their perspective. If you disagree with an idea or need clarification, please inquire in a respectful manner. **Student Rights and Responsibilities Handbook**
- **Students must comply with all standards and policies** outlined in the *ECE Field Experience Handbook, ECE Practicum Handbook* and *ECE Student Program Manual* as applicable.
- **Cell phones must be turned off or on "silent" during class time. No texting, phoning, IM, or web surfing unless otherwise noted.** All laptops must be closed during class time unless previous arrangements have been made with the instructor or as a part of an academic learning experience. From time to time, the instructor may request use of cell phones and or laptops/tablets as a part of an educational exercise, please be respectful and stay on task during these experiences.
- **Meet all assignment deadlines.** All assignments are due on the date designated in the syllabus. Penalty for late submissions is a 20% reduction in the grade for each class date they are late. Assignments not submitted by the next class date will receive a zero (0). No assignment may be submitted after the last class (Week 10). **All assignments should be submitted in the corresponding Assignment submission area of D2L/Brightspace unless otherwise noted.** Emailed and physically submitted assignments will not be accepted unless otherwise specified.
- **Save an original copy of all work** that is submitted and keep all work until you receive your grades and are sure your grade is accurate. The instructor is not responsible for loss of papers. In following this policy, if a paper is misplaced or technical issues occur, you will have a copy to resubmit for grading. The instructor

will make every effort NOT to lose student papers, but with the volumes of paperwork submitted from all classes, errors occur.

Feedback

Feedback will be provided directly on submitted work. Additional feedback may be presented to the class in general and to students on an individual basis either in person, via email, or by telephone. All submitted assignments will be returned within 10 days of submission, unless otherwise noted.

Attendance and Participation

- PCC offers a variety of instructional delivery options: Types of classes at PCC.
- **Weekly attendance and active in-class participation are essential to creating a learning community.** If you are not in attendance, you miss many opportunities for learning. As a result, if you miss a class, leave early, or arrive late you may not receive participation points for that class meeting.
- **All Students are required to comply with the Student Zoom Etiquette Guidelines** for the Child and Family Studies Department.
- **REMOTE: When you log in to our Zoom class session, please type your name into the "Chat" area to sign-in and document attendance**. If you do not sign-in, you are not counted in attendance. **Students are required to comply with the Student Zoom Etiquette Guidelines**
- **ONLINE/REMOTE: When you log in to our Zoom class session, please type your name into the "Chat" area to sign-in and document attendance**. If you do not sign-in, you are not counted in attendance. **Attendance in an online course is measured by participation in the Discussion forum.** Missing a discussion post is comparable to missing a class. If you miss three consecutive or nonconsecutive discussions or remote sessions during the term, the highest grade possible will be a "C." A student who misses four or more discussions or remote sessions will not receive a passing grade for the course. **All Students are required to comply with the Student Zoom Etiquette Guidelines**.
- **We will use D2L/Brightspace as a digital platform for course materials and resources as well as Zoom (in D2L) for our face-to-face remote interaction. From time to time, the instructor may post discussion questions on D2L/Brightspace.** All students are expected to participate in these discussions, and points will be awarded toward your participation and attendance credit for the week.
- **Students may be required to conduct off-campus research and interviews on community ECE programs.**
- **Students are encouraged to stay current on local, regional, and national issues involving ECE** – this may require reading credible newspapers, online media sources, or other legitimate sources of information.
- **Students are required to stay current on issues involving their field experience placement or Community Based Learning site** as applicable.
- During each class, you are expected to actively engage in the activities and discussions. Attend every class session and participate fully when appropriate. Come

to class prepared to engage in, and contribute to, discussions and activities based on the topics and objectives of the week.

- Be on time and stay until the end of class. If you need to leave early or arrive late, please notify the faculty **in advance**; please do not interrupt the flow of our learning community.
- If you must miss a class due to an emergency, contact another learner for notes and handouts. Review the recorded Zoom session, as applicable. This is an individual responsibility.
- **Attending this ECE course is like showing up for a job!** Situations and emergencies do and will happen. **Students are required to use professional judgment should the need to be absent from class arise.** If you are absent for three consecutive or non-consecutive weeks during the term, the highest grade possible will be a "C." A student who misses four or more classes will not receive a passing grade for the course. Leaving class early will be the equivalent to missing a class. Arriving late will result in a 50% loss of participation credit. Arriving 30 minutes past the beginning of class will be equivalent to missing a class.
- Students who do not attend the first class session of the course and/or students who have not made arrangements with the instructor regarding their absence during the first class session will be dropped from the course.
- Review the College's Policies on Attendance, Participation and No-Shows

Academic Integrity Policy & Student Rights and Responsibilities

Students of Portland Community College are expected to behave as responsible members of the college community and be honest and ethical in their academic work. PCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own (i.e., to plagiarize); or to cheat on an examination corrupts the essential process of higher education. For more information on this policy, please visit the Academic Services website at PCC Student Conduct

Students are required to comply with the policies contained in the Student Rights and Responsibilities Handbook. The Handbook includes the Code of Student Conduct as well as the Academic Integrity Policy.

Students are required to comply with the policies and procedures contained in the **ECE Student Program Manual** and **ECE Field Experience Manual** and **ECE Practicum Manual** (as applicable).

Students with Disabilities

Students who experience disability-related barriers should contact Accessible Ed & Disability Resources. If students elect to use approved academic adjustments, they must provide in advance formal notification from Accessible Ed & Disability Resources to the

instructor. For more information, please visit the Accessible Ed & Disability Resources or (971) 722-4341.

Recording and Distribution of Class Sessions

Oregon state law and PCC policy permit students to record class sessions. Any such recording is for personal educational use only and may not be shared publicly. Sharing of recorded content is a violation of Oregon state law and of the Student Code of Conduct Policy and Procedures [www.pcc.edu/student-conduct/conduct/student-code-of-conduct-policy-and-procedures/].

Students who wish to make an auditory or visual recording of any portion of the class must inform the instructor in advance. Any such recording is for personal educational use only and may not be shared publicly. Sharing of recorded content is a violation of Oregon state law and of the Student Code of Conduct Policy and Procedures

Basic Needs

PCC wants you to be successful and have resources that may help. If you face challenges affording food or housing, or if you need access to technology, this will naturally affect your classwork. Check out these resources: Student Life Resources and Emergency Funds. You can also contact a campus Student Conduct and Retention Coordinator.

Campus Resources

PCC offers a variety of resources to help you succeed in your classes and to enhance your college experience (e.g., jobs on campus, childcare, student clubs, tutoring, writing centers, Multicultural Centers, Women's Resource Centers, Veterans Resource Centers, Queer Resource Centers, Dreamers Resource Center, emergency loans, food pantries, advising, counseling). You can access information about college resources and activities.

Title IX Non-Discrimination Statement

Portland Community College is committed to creating and fostering a learning and working environment based on 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 please contact the Office of Equity and Inclusion at (971) 722-5840.

Sanctuary College

PCC is a sanctuary college. For more information and resources, see PCC Sanctuary College Resources

Children on PCC Properties

Children are welcome on Portland Community College campuses and properties in appropriate situations and while actively supervised by a parent, guardian, or responsible adult. The Policy on Children on PCC Properties outlines the College's approach to ensuring that reasonable steps are taken to protect the study and work environment of the College, and the health, safety, and liability issues associated with children on PCC properties.

Writing Requirements and Assistance

Students are expected to comply with the APA (7th edition) formatting and style requirements for writing.
Reading and writing assistance is available. Students who need additional support in these areas are strongly encouraged to seek additional support and tutoring through the PCC Writing Centers.

PCC Libraries

Each PCC campus has a library where students can access a variety of books (including some class textbooks on reserve), journals, videos, and other resources both through PCC's own collection and through loans from other colleges. The libraries also loan laptop computers, graphing calculators, and other technology. The libraries have computers, printers, and scanners for students to use and offer quiet and collaborative areas for studying, including study rooms that students can reserve. Librarians are available to help students with research – in person or by chat, email, text, or phone. Visit PCC Library.

Advising

If students are interested in earning an AAS degree in Early Childhood Education, please contact our ECE Advisor at Doree.dennis@pcc.edu or our ECE Navigator, Shea.selby@pcc.edu , for information and to develop a program of study.

Course Assignments/Assessments

1. Student Acknowledgement Form (ECE Student Program Manual)
2. Attendance
3. Weekly CLASS Dimensions Understanding and Reflection Journal
4. Topic Presentation
5. Class Results and Narrative Self-Evaluation
6. CLASS Reflection & Rubric

Assessment Tasks and Record

Task/Assignment	Total Points Available	Your Scores
Student Acknowledgement Form	P/NP	

Attendance 10 x10	100	
Weekly CLASS Dimensions Understanding and Reflection Journal 10x 10	100	
Topic Presentation	20	
Class Narrative Self-Evaluation	50	
CLASS Reflection and Rubric	20	
Total Points Possible (100%)	**290**	

Grade Conversion/Letter Equivalents

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

- **PCC Grading Guidelines**
- **Add/Drop/Withdraw Deadlines for the Term**

NOTE: I use the D2L/Brightspace gradebook to track your grades, attendance, and progress. It is the responsibility of the student to check the system and track their grades.

HINT: To obtain your grade/score to date, divide the number of points you have earned with the total points possible for the course. For example, 188 / 259 = .72586873. Using the first two digits following the decimal, the total (current) score would be 72%

Summary of Due Dates for the Quarter

Week	Assignment	Due Date	√
Week 1	• Read and Sign ECE Student Manual • Make a copy of the Weekly CLASS Dimensions Understanding and Reflection Journal and share with Instructor in D2L and be sure to share access with me. Begin weekly journal. Weekly CLASS Dimensions Understanding and Reflection Journal: • **Infants**; Responsive Caregiving Domain • **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning • **Preschoolers**; Emotional Support, Classroom Organization & Instructional Support	09/27/26	

Week 2	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Relational Climate ● **Toddlers**; Positive Climate ● **Preschoolers**; Positive Climate	10/04/26	
Week 3	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Teacher Sensitivity ● **Toddlers**; Teacher Sensitivity ● **Preschoolers**; Teacher Sensitivity	10/11/26	
Week 4	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Facilitated Exploration ● **Toddlers**; Regard for Child Perspectives ● **Preschoolers**; Regard for Student Perspectives	10/18/26	
Week 5	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infant**- Early Language Support ● **Toddler**- Behavior Guidance ● **Preschool-** Behavior Management	10/25/26	
Week 6	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Relational Climate ● **Toddlers**; Facilitation of Learning and Development ● **Preschoolers**; Productivity ● **Extra Credit Reflection**	11/01/26	
Week 7	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Teacher Sensitivity ● **Toddlers**; Quality Feedback ● **Preschoolers**; Instructional Learning Formats	11/08/26	
Week 8	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Facilitated Exploration ● **Toddlers**; Language Modeling ● **Preschoolers**; Concept Development	11/15/26	
Week 9	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Early Language Support ● **Toddlers**; Positive Climate ● **Preschoolers**; Quality of Feedback	11/22/26	
Week 10	Weekly CLASS Dimensions Understanding and Reflection Journal: ● **Infants**; Responsive Caregiving Domain	11/29/26	

	● **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning Domains ● **Preschoolers**; Language Modeling **1. Weekly CLASS Dimensions Understanding and Reflection Journal (all 10 weeks)**		
Week 11	**1. CLASS Results Narrative Self Evaluation**	12/06/26	
Finals Week	1. **CLASS Reflection and Rubric** Please note this assignment is due on Wednesday **2. Course Evaluation**	12/11/26	

Course Outline

Week	Date	Guiding Topics/Activities	What's Due?
1	09/21/26	How are you going to reflect upon the information learned in the lab, module and Seminar? Orient and questions. CLASS Dictionary/CLASS Strategy Cards: ● **Infants**; Responsive Caregiving Domain ● **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning ● **Preschoolers**; Emotional Support, Classroom Organization & Instructional Support	● Read and Sign ECE Manual ● Read CLASS Dictionary & Strategy Cards: ● **Infants**; Responsive Caregiving Domain ● **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning Domains ● **Preschoolers**; Emotional Support, Classroom Organization & Instructional Support ● Make a copy of and post link into the Weekly CLASS Dimensions Understanding and Reflection Journal assignment folder in D2L please be sure to share access with me and save with your name, term and year. ● Complete week 1: Weekly CLASS Dimensions Understanding and Reflection Journal ● Sign up for Topic Presentation on the Google Doc in D2L ● Complete the Remote Safety Protocol ECE form
2	09/28/26	CLASS Dictionary/CLASS Strategy Cards: ● **Infants**; Relational Climate ● **Toddlers**; Positive Climate ● **Preschoolers**; Positive Climate	● Read CLASS Dictionary & Strategy Cards: ● **Infants**; Relational Climate ● **Toddlers**; Positive Climate ● **Preschoolers**; Positive Climate ● Complete week 2: Weekly CLASS Dimensions Understanding and Reflection Journal

			• Sign up for Topic Presentation on the Google Doc in D2L
3	10/05/26	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Teacher Sensitivity • **Toddlers**; Teacher Sensitivity • **Preschoolers**; Teacher Sensitivity	• Read CLASS Dictionary & Strategy Cards: • **Infants**; Teacher Sensitivity • **Toddlers**; Teacher Sensitivity • **Preschoolers**; Teacher Sensitivity • Complete week 3: Weekly CLASS Dimensions Understanding and Reflection Journal • Topic Presentations
4	10/12/26	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Facilitated Exploration • **Toddlers**; Regard for Child Perspectives • **Preschoolers**; Regard for Student Perspectives	• Read CLASS Dictionary & Strategy Cards: • **Infants**; Facilitated Exploration • **Toddlers**; Regard for Child Perspectives • **Preschoolers**; Regard for Student Perspectives • Complete week 4: Weekly CLASS Dimensions Understanding and Reflection Journal • Topic Presentations
5	10/19/26	CLASS Dictionary/CLASS Strategy Cards: • **Infant**- Early Language Support • **Toddler**- Behavior Guidance • **Preschool-** Behavior Management	• Read CLASS Dictionary & Strategy Cards: • **Infant**- Early Language Support • **Toddler**- Behavior Guidance • **Preschool-** Behavior Management • Complete week 5: Weekly CLASS Dimensions Understanding and Reflection Journal
6	10/26/26	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Relational Climate • **Toddlers**; Facilitation of Learning and Development • **Preschoolers**; Productivity	• Read CLASS Dictionary & Strategy Cards: • **Infants**; Relational Climate • **Toddlers**; Facilitation of Learning and Development

			• **Preschoolers**; Productivity • Complete week 6: Weekly CLASS Dimensions Understanding and Reflection Journal • Topic Presentations • Extra Credit
7	11/02/26	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Teacher Sensitivity • **Toddlers**; Quality Feedback • **Preschoolers**; Instructional Learning Formats	• Read CLASS Dictionary & Strategy Cards: • **Infants**; Teacher Sensitivity • **Toddlers**; Quality Feedback • **Preschoolers**; Instructional Learning Formats • Complete week 7: Weekly CLASS Dimensions Understanding and Reflection Journal • Topis Presentations
8	11/09/26	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Facilitated Exploration • **Toddlers**; Language Modeling • **Preschoolers**; Concept Development	• Read CLASS Dictionary & Strategy Cards: • **Infants**; Facilitated Exploration • **Toddlers**; Language Modeling • **Preschoolers**; Concept Development • Complete week 8: Weekly CLASS Dimensions Understanding and Reflection Journal • Topic Presentations
9	11/16/26	CLASS Dictionary/CLASS Strategy Cards: • **Infants**; Early Language Support • **Toddlers**; Positive Climate • **Preschoolers**; Quality of Feedback	• Read CLASS Dictionary & Strategy Cards: • **Infants**; Early Language Support • **Toddlers**; Positive Climate • **Preschoolers**; Quality of Feedback • Complete week 9: Weekly CLASS Dimensions Understanding and Reflection Journal • Topic Presentations

10	11/23/26 **NO Remote Class**	CLASS Dictionary/CLASS Strategy Cards: ● **Infants**; Responsive Caregiving Domain ● **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning Domains ● **Preschoolers**; Language Modeling	● Read CLASS Dictionary & Strategy Cards: ● **Infants**; Responsive Caregiving Domain ● **Toddlers**; Emotional and Behavioral Support & Engaged Support for Learning Domains ● **Preschoolers**; Language Modeling ● Complete week 10: Weekly CLASS Dimensions Understanding and Reflection Journal (All 10 weeks)
11	11/30/26		● Topic Presentations ● CLASS Results Narrative Self Evaluation
Finals Week	12/07/26		● CLASS Reflection and Rubric **Please note this is on a Wednesday** ● Course Evaluations

NOTE: This syllabus is subject to modification per the discretion of the faculty member. The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.

The AAS degree in Early Childhood Education at Portland Community College is accredited by the Commission on the Accreditation of early Childhood Higher Education Programs of the National Association for the Education of Young Children, NAEYC. The accreditation term runs from July 2025 through December 2027.