

Pilot Course Proposal

Submitted by: Kara Crum, CTE FCS Instructional Facilitator

Building: Lindbergh High School

Proposed Course Title: RTC ECED& 105 Intro to Early Childhood Education

Grade Level: 11th-12th

Tri: 1

Department: CTE

Description of course content and how this course will meet current needs not being met by other courses.

Description must also include the needs assessment data.

- Course description: This course introduces the foundations of early childhood education through an exploration of key theories, current research, and the evolving issues and trends shaping the field. Students will examine major program models, best practices, and the central role of play in early learning environments. Through guided observations of children, educators, and early learning programs, students will deepen their understanding of developmentally appropriate practice and the professional responsibilities of the field. Emphasis is placed on culturally responsive partnerships with families, ethical decision-making, and the observation-assessment-teaching cycle used to support learning for all young children. By the end of the course, students will be able to identify effective guidance techniques, compare program models, apply the professional code of ethics, and recognize the historical figures, advocates, and events that have shaped modern early childhood education.
- High School & College Credit: College in the High School course offers students the opportunity to earn 5 college credits and 1.0 CTE or elective high school credit.
- Needs assessment data: Intro to Early Childhood Education (ECE) will provide an option for students to explore the broad field of ECE, including theories, program models, curriculum design, and professional ethics. Some of the exploratory components currently embedded in Child Development and Health Safety and Nutrition will be pulled into this introductory course, allowing the expansion of depth of topics in the other classes.

The addition of this course expands the Education & Training pathway for students exploring fields working with younger and older children in an educational setting. Furthermore, for our students who are workforce bound, students in the ECE program will have the opportunity to take one 2.0 credit Practicum summer class at RTC through Running Start, earning their Initial ECE Certificate by their senior year. *See the Washington State Initial Stackable Certificate in Early Childhood Education on the following page.*

Washington State Stackable Certificates

Early Childhood Education Statewide Certificates

In Washington state, early learning professionals who want to further their education have a clear path to follow: stackable certificates/degrees are made up of common courses available statewide. Visit the ECE Career Planning Portal to learn more: <https://ececareers.dcyf.wa.gov>.

Colleges across the state offer common course numbers, course titles, course descriptions, and student outcomes that are consistent within the professional development system. Students earn "stackable" certificates that stack upon each other, each one composed of courses students are required to take and that build on one another in a sequential manner, deepening students' levels of applied learning along the way.

All courses are aligned with the *Washington State Core Competencies for Early Care and Education Professionals* (EPS_0023) available online at www.dcyf.wa.gov/publications-library/eps_0023.

INITIAL ECE CERTIFICATE

12 Credits

ECED& 105, Intro to Early Childhood Education (5 credits)

ECED& 107, Health, Safety, and Nutrition (5 credits)

ECED& 120, Practicum: Focus on Relationships & Communication (2 credits)

TOTAL: 12 Credits

SHORT ECE CERTIFICATE OF SPECIALIZATION

8 Credits

The Initial ECE Certificate PLUS EDUC& 115, Child Development (5 credits), and one of the following specializations.

General:

EDUC& 130, Guiding Behavior (3 credits)

Infant Toddler Care:

ECED & 132, Infant Toddler Care (3 credits)

School-age Care:

EDUC& 136, School Age Care (3 credits)

Family Child Care:

ECED& 134, Family Child Care (3 credits)

Administration:

ECED& 139, Admin Early Learning (3 credits)

Home Visitor/Family Engagement:

ECED& 138, Home Visitor/Family Engagement (3 credits)

Outdoor Education:

ECED&137, Outdoor Education (3 credits)

INITIAL ECE CERTIFICATE

12 Credits

TOTAL: 20 Credits

STATE CERTIFICATE

27-32 Credits

The Short ECE Certificate of Specialization PLUS the following.

English 100 or 101 or above (5 credits)

Math: qualitative or conceptual math 100 or above or designated "Q/SR" (5 credits)

EDUC& 150, Child/Family/Community (3 credits)

ECED& 160 Curriculum Development (5 credits)

ECED& 170, Environments for Young Children (3 credits)

ECED& 180, Language/Literacy (3 credits)

ECED& 190, Observation and Assessment (3 credits)

Please note: Additional credits vary by college or specialization.

SHORT ECE CERTIFICATE OF SPECIALIZATION

8 Credits

INITIAL ECE CERTIFICATE

12 Credits

TOTAL: 47 – 52 Credits

Early Learning Career Planning Portal: <https://ececareers.dcyf.wa.gov/>

Stackable Certificates Info Sheet: https://www.dcyf.wa.gov/sites/default/files/pubs/EPS_0026.pdf

Core Competencies: https://www.dcyf.wa.gov/sites/default/files/pubs/EPS_0023.pdf

By completing this sequence, students will:

- Gain the foundational competencies required for the Initial ECE Certificate, including child development knowledge, health and safety practices, culturally responsive family engagement, and curriculum planning.
- Be better positioned to transition into postsecondary ECE programs or entry-level employment in early learning centers.
- Meet workforce needs identified by Washington's ECE career pathway framework, which emphasizes stackable credentials leading to higher-level certificates and degrees.
- This new course therefore strengthens the district's CTE offerings, ensures alignment with state-recognized credentials, and provides students with a clear, stackable pathway into the early childhood education profession.

Specifically, what will the student know and be able to do as a result of this course?

- Explain current theories and ongoing research in early care and education as it applies to children, families and early childhood programs.
- Describe the role of play in early childhood programs and implement play-based learning strategies.
- Compare early learning program models and identify program strengths and practices.
- Explain the importance of developing culturally responsive partnerships with families.
- Identify appropriate guidance techniques and developmentally appropriate behavior supports used in early care and education settings.
- Demonstrate basic observation and assessment skills through in-class vignettes and video-based tasks.
- Apply the professional code of ethics for early care and education to resolve dilemmas.
- Describe major historical figures, advocates, and events shaping today's early childhood education.
- Prepare professional artifacts, such as a resume and reflective statement.

Upon completion of this course students will be able to meet the following Washington State K-12 Learning Standards, NAEYC Professional Standards, and National FCS Standards:

Educational Technology Standard 2: Digital Citizen

- 2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

English Language Arts Standards

Reading Literacy for Science and Technical Subjects

- RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

- RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
- RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

Speaking & Listening

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

National Association for the Education of Young Children

- Standard 1: Promoting child development and learning.
- Standard 2: Building family and community relationships.
- Standard 3: Observing, documenting, and assessing to support young children and families.
- Standard 4: Using developmentally effective approaches.
- Standard 5: Using content knowledge to build meaningful curriculum.
- Standard 6: Becoming a professional (ethics, advocacy, reflective practice, career pathways, advocacy, professional identity).

Family & Consumer Science Standards

- 4.1: Analyze career paths and program models in education and early childhood.
- 4.2: Analyze child development theories and their application to educational practice.
- 4.3: Apply curriculum development and instructional practices for early childhood education.
- 4.4: Apply guidance techniques to support development and learning.
- 4.5: Apply assessment strategies to support children's growth and learning.
- 4.6: Apply strategies for building family and community relationships.
- 4.7: Demonstrate professional and ethical practices in education and early childhood careers.
- Career Readiness Standards: Develop career portfolios and demonstrate employability skills.

Assessments:

Formative Assessments

Formative assessments are ongoing checks for understanding that help guide instruction and support student learning throughout the course. Examples include:

- **Observation Reflection Logs:** Short written reflections after observing children, educators, or program environments, focusing on theories, practices, or guidance strategies discussed in class.
- **Discussion Posts or Exit Tickets:** Brief responses to prompts about course readings, historical figures, or current issues and trends in early childhood education.
- **Mini Case Studies:** Small in-class or online scenarios where students identify appropriate guidance techniques, ethical considerations, or culturally responsive practices.
- **Concept Checks or Quizzes:** Low-stakes quizzes on major theorists, program models, or components of the observation–assessment–teaching cycle.

- **Peer Teaching Activities:** Short presentations or paired activities where students explain concepts—such as the role of play or family partnerships—to classmates.
- **Drafts of Observation Notes:** Practice documentation or assessment notes that receive feedback before being used in final assignments.

Summative Assessments

Summative assessments evaluate students' understanding at the end of a unit or the course. Examples include:

- **Program Model Comparison Project:** A written or multimedia project comparing early learning program models using theory, research, and best practices discussed in the course.
- **Observation & Analysis Portfolio:** A collection of observation notes, reflections, and analysis demonstrating understanding of child development, program practices, and the observation–assessment–teaching cycle.
- **Ethical Dilemma Application Paper:** A scenario-based assignment where students apply the early childhood professional code of ethics to resolve a real-world dilemma.
- **Historical and Contemporary Influences Paper:** A research-based assignment describing key historical figures, advocates, and events that shaped early childhood education, along with their modern implications.
- **Final Exam or Culminating Assessment:** A comprehensive assessment covering theories, guidance techniques, culturally responsive practices, and program models.

How this course addresses key frameworks:

- **Alignment with CCSS/EALRs:** This course aligns with Educational Technology and Science and Technical components of ELA standards. The focus in this course will be on digital literacy, safe online practices, speaking and listening components of ELA as related to the topic of Early Childhood Education.
- **Integration of technology:** Students will utilize industry standard training platform MERIT for their ECE Stars learning online portfolio, DCYF for early childhood education certification learning, ctcLink and Canvas for College in the High School access, as well as general RSD apps, online research tools, etc.
- **Infusion of diversity/multicultural perspectives:** This course weaves diverse and multicultural perspectives throughout all learning activities, helping students understand how family structure, culture, language, identity, abilities, and community influence children's development and early learning environments. Students learn to recognize bias, build culturally responsive partnerships with families, and apply inclusive, equitable practices in observation, guidance, curriculum, and assessment through culturally sustaining practices.
- **Integration with other subject areas:** This course integrates concepts from psychology, sociology, and human development to deepen students' understanding of how young children grow and learn. Students also build communication, technical reading/writing, and analytical skills through reflective writing, observation, and applying social-science perspectives to child development, diverse families, and early learning environments.
- **Provision for varying abilities:** The course is designed to support diverse learners through Universal Design for Learning (UDL) strategies, tiered assignments, and multiple options for students to demonstrate their understanding. Additional supports are integrated for students with disabilities, English Language Learners, and/or receiving services through Special Education, IEP, 504 plans, etc.
- **Development of higher-level thinking:** Students will build advanced thinking skills by analyzing early childhood program models, synthesizing integrated lesson plans, evaluating ethical dilemmas in the field, and engaging in problem-based learning and structured reflection.

Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?

- This course will not replace current curriculum. It will supplement the Early Childhood Education learning pathway for intentional exploration of careers, child development, and education.
- Planned Program Expansion
 - Year 1: Intro to ECE and Health, Safety and Nutrition (10 college credits)
 - Summer: optional 2 credit Practicum course through Running Start (completes Initial Certificate in ECE stackable certification)
 - Year 2: Child Development (5 college credits) – prepares students to continue in higher ed for specialization courses for their 2nd tier ECE Short Certificate of Specialization
- Courses in ECE will also prepare students interested in pursuing careers in K-20 education as well as develop life skills for their own future family lives

Current Scope and Sequence (trimester pacing, 12–13 weeks)

Course: Intro to Early Childhood Education		Instructional Hours	Weeks
Unit 1	History of ECE Topic 1 – Early Learning Topic 2 – Developmental Theorists Topic 3 – Historical Figures in ECE	10	Week 1-2
Unit 2	Types of ECE Programs Topic 1 – HeadStart Topic 2 – Infant/Toddler Programs Topic 3 – Preschool	10	Week 3-4
Unit 3	Defining the Young Child Topic 1 – Whole Child Topic 2 – Developmental Ages/Stages Topic 3 – Special Needs Topic 4 – Gifted/Talented	10	Week 5-6
Unit 4	Observation, Assessment and Teaching Cycle Topic 1 – Types of Observations Topic 2 – Subjective vs Objective Observations Topic 3 – Childhood Assessments	10	Week 7-8
Unit 5	Guiding Children's Behavior Topic 1 – Discipline vs Punishment Topic 2 – Types of Discipline (redirection, choices, limits)	10	Week 9-10
Unit 6	Early Childhood Curriculum Topic 1 – Language/Literacy Development Topic 2 – STEAM: Science, Technology, Engineering Topic 3 – STEAM: Mathematics Topic 4 – STEAM: Music, Movement & Art	10	Week 10-11
Unit 7	Ethics and Professionalism in ECE Topic 1 – Professionalism in the Workplace Topic 2 – Ethics and Confidentiality Topic 3 – NAEYC Professional Standards and Conduct	10	Week 12-13
Total Course Hours		70 Hours	12-13 Weeks

Statement of impact:

- **Student impact:** This course empowers students to apply early childhood theories and best practices in real-world settings, preparing them to support the learning and development of all young children. Students gain hands-on experience, culturally responsive strategies, and begin developing professional skills that strengthen observation, assessment, and guidance practices. By the end of the course, they will have a foundational understanding of the importance of engaging with diverse families, making ethical decisions, and meaningful early learning environments.
- **District impact:** This course strengthens the district's early childhood education program by preparing students for careers or further study in the field. It promotes equity and inclusion through culturally responsive practices and fosters community partnerships with families and local early learning programs. Students' applied learning supports district goals for students graduating with options, prepared to participate in our democracy while also meeting the needs of our students who may need to work during their high school years or are workforce bound immediately following high school.
- **Operational considerations:** This course requires
 - Early learning labs equipped with assessment tools, educational toys, and culturally diverse instructional materials for students to participate in hands-on learning.
 - Agreements with local early childhood programs, preschools, or community centers for observations, field experiences, and guest speakers coordinating class time and field experiences with surrounding classes. Off-site observations may have specific requirements that need to be taken into account earlier in the course.
 - Maintaining curriculum guides, child development assessment tools, educational toys, and culturally diverse instructional materials aligned with early childhood education regulations, ethical codes, and district policies.

Instructional materials and cost (include titles, names of publishers and copyright).

Curriculum, materials, and supplies will largely be determined upon college curriculum and current industry standards. Individual items will be selected by committee of secondary and postsecondary educators in collaboration with industry partners. Career and Technical Education will cover expenses for needed items.

- Recommended texts:
 - Carol LaLiberte (2025). *The Developing Teacher: Guiding Students from Practicum to Profession*. Goodheart-Willcox Company, Inc.
 - Alexander, Nancy P. (2025). *Developing Appropriate Curriculum for Young Children*. Goodheart-Willcox Company, Inc.
 - Harmelink, Virginia. (2025). *Integrated Curriculum for Young Children*. Goodheart-Willcox Company, Inc.
- Planned Components: Initially, a single set of resources will be purchased for the pilot year. Final determination will be agreed upon by an advisory committee of secondary educators, postsecondary educators, and industry partners in the Spring.
 - A single set of instructor and student copies will be purchased for initial development of lessons, templates, rubrics, observations sheets, etc.
 - Actual use of direct curriculum resources vs development of district-developed materials will guide recommendations presented to advisory in the Spring 2027 near the end of the pilot year.
- Supplemental children's literature to develop a culturally diverse library book set (*estimated \$300–800*).
- Classroom materials will vary by classroom dependent upon manipulatives, art supplies, sensory materials already existing for other courses. Kits to be built from bulk purchases and distributed with instructor materials as needed.

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	Signature	Date
1. Department Head (Secondary) Accepts ☒ Rejects ☐	<i>Marlene Miller</i>	12-5-25
2. Principal Accepts ☒ Rejects ☐	<i>Thomas [unclear]</i>	12/05/25
3. District Content Facilitator Accepts ☒ Rejects ☐	<i>U. [unclear]</i>	12/05/25
4. Curriculum Director Accepts ☐ Rejects ☐		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.