



Syllabus for ECE10 Field Experiences in Early Childhood Education

Course Information

Semester & Year: Spring 2023

Course ID & Section #: ECE-10-K4805

Instructor's name: Alicia Chivington

Day/Time of required meetings: *Lecture*: Thurs 6:15PM- 7:20PM

Lab: 8 hours per week

Location: *Lecture* Room: HTEC-2

Lab: Approved Childcare

Course units: 3

Instructor Contact Information

Office location: Online

Office hours: By appointment

Phone number: 707-382-5250

Email address: Alicia-chivington@redwoods.edu

Catalog Description

Under guided supervision, students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, evaluate approaches and strategies, and techniques that promote development and learning.

Note: This course includes eight hours of field experience per week (108 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-10 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.

Course Student Learning Outcomes *(from course outline of record)*

1. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB)
2. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)
3. Analyze personal teaching experiences to guide and inform practice. (LAB)

Prerequisites/co-requisites/ recommended preparation

ECE1 - Principles and Practices of Teaching Young Children

ECE2 - Child Growth & Development

ECE5 - The Child in the Family and in the Community

ECE7 - Introduction to Early Childhood Curriculum

Or successful petition for pre-requisite challenge

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site.

Points can only be earned by completing the above assignments by the deadline. There will be no extra credit.

95 to 100 = A

90 to 94 = A-

86 to 89 = B+

83 to 85 = B

80 to 82 = B-

76 to 79 = C+

70 to 75 = C

60 to 69 = D

0 to 59 = F

Journals (7 x 2pts each)	14 points
Child Explorations (8 x 2.5 each)	20 points
DRDP	15 points
Professional Portfolio	16 points
2 week Curriculum Plan	25 points
Mid Semester Hours	5 points
Final Hours (108 hours)	5 points
Total	100 points

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

ECE 10 - Specific Requirements and Assignments

Placements with MENTOR TEACHERS

You may complete your field work at the CR Child Development Center or with one on the many community mentors. Please communicate clearly and often with the instructor about your placement.

Class / Lab Assignments:

Lab Hours are critical

The grade will be adjusted by the number of hours of field work you complete. You are required to complete 108 hours of field experience. If for any reason (including illness or family emergency) you do not complete all 108 hours of your field experience the points earned on your class assignments will be adjusted.

*Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better. Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Field Placement (8 hours per week field experience sessions in a classroom with an approved mentor teacher 10 pts)

Your points for your grade in this course will come from the assignments you complete. The grade will be adjusted by the number of hours of fieldwork you complete. You are required to complete 108 hours of field experience. If for any reason (including illness or family emergency) you do not complete all 108 hours of your field experience the points earned on your class assignments will be adjusted as follows:

105 -108+ hours - total points 10 pts

100 -104 hours - total points 9 pts

95 - 99 hours - total points 8 pts

85 – 94 hours - total points 7 pts

74 - 84 hours - total points 6 pts

Under 74 hours - 0 pts

All Due Dates are posted in the CANVAS Calendar

Seven Reflective Journals (2 points each – 14 points)

You will write seven 250 to 300-word journals on assigned. Journals must answer the prompt fully and must cite the related readings and provide examples from your fieldwork experience. The topics are listed in the Journal Topic Calendar. They should be submitted in the Assignment area of Canvas

DRDP-2015 and/or other Assessment Methods (15 points)

Complete the DRDP-2015 and a parent conference summary sheet for a child in the classroom in which you are completing your field experience. Use the same tools that your classroom teacher is using (paper/ipad/computer). You will need to have documentation such as a dated anecdotal record, running record, brief observation, work samples or photographs to support your placements of the child on each measure of the DRDP-2015. (You will also use these observations when you plan and implement your curriculum later in the semester.) You must work closely with your Mentor Teacher on this assignment. You will also complete the Child's Developmental Progress form that is used for parent conferences. If the mentor teacher allows, you may sit in on the parent conference.

You will submit the completed DRDP-2015, the supporting observations, the Child's Developmental Progress form, the DRDP-2015 Summary Sheet and a written summary of your experience completing this tool.

(Remember that you will need to take the DRDP findings and refer back to the Learning Foundations prior to planning curriculum to support children's development.)

http://www.desiredresults.us/form_drpd2015forms.html

http://www.desiredresults.us/form_drdp.htm

Eight Child Exploration Implementations throughout the Classroom (2.5 Points each - 20 points)

(SLO#1 and #3)

You will implement an exploration in all areas of the learning environment. Everyone must do **2 (two)** meetings or circles and then one each from the following: art area, dramatic play, block area, manipulatives, outdoor area, library, or other area specific to the classroom in which you work.

You will provide evidence of child interest in the exploration from your observation or identified by the classroom teacher (based on her/his observations or DRDP results). The activities **MUST** be play-based. You will identify the specific foundation (from the Preschool Learning Foundations or Infant-Toddler Learning and Development Foundations.)

Your mentor must pre-approve your explorations. **Use the form provided to plan and assess your explorations.** You will submit the Exploration Form and documentation to make children's learning visible.

Curriculum Plan and Implementation (25 points) (SLO#2)

Based on child observation and assessments (including DRDPs), your eight explorations, your experiences in the classroom and discussion with your mentor teacher, you will develop a two-week curriculum for the class in which you are completing your field experience. This curriculum will be implemented even on the days you are not there so you must work very closely with the Mentor Teacher. S/He must pre-approve your plan a minimum of one week prior to your implementation. Plans must be very specific. Anyone picking up the plan should be able to implement it based on the information on the plan.

You must include adaptations to the environments in a minimum of one learning center in the classroom. Child explorations must occur throughout the entire classroom, circle or meeting times. Since it must be completed by the end of April you must be ready to implement by early April at the latest. (This means your proposed plan must be submitted to your mentor by late March). All materials necessary for implementation should be prepared and available to the Mentor Teacher to use at the beginning of the week. She/he will be implementing your curriculum plan when you aren't in the classroom so material must be ready for her even when you are not there. (You should NOT be purchasing materials for this assignment. You must use materials at the center or found in the environment.)

Your plan must reflect the identified learning foundations based on the classroom DRDPs and children's interests noted in planning and implementing your Activities assignment. You will use the curriculum form that your Mentor Teacher uses and you will attach the Simplified Exploration Planning form for the activities that will occur throughout the classroom. (This way the mentor and other staff in the room will know exactly what to do to implement your curriculum.) You may choose to incorporate or enhance/modify some of the ideas already generated and implemented in the Activity Implementation assignment. Food (except for cooking activities) and toxic materials, e.g. shaving cream, may not be used.

You will submit your plans, a diary of what actually happened (including, if the plan was not followed, why the plan was not followed), documentation of the curriculum implementation, a very thoughtful reflective writing on what went well, what did not, and what you would do to improve the plan and implementation in the future.

There is a self-evaluation check list form that you will complete. Your Mentor Teacher will also complete an evaluation of your plan, your preparation for implementation, the implementation itself, and any follow-up to the implementation.

Professional Portfolio (16 points)

You will complete a professional portfolio that includes at least the following items.

- Resume
- Permit information (a copy of the permit you have or what permit you will apply for when the semester is complete.)
- College Transcripts (unofficial)
- Philosophy statement
- Professional Growth Plan

- Website Development or LinkedIn site profile developed
- Letters of Recommendation
- Cover Letter

This assignment is set up to help you find employment or continue on your employment in ECE and Elementary Education.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department-](#)

Public Safety It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821