

# ECE 10 Field Experience

## Course Information

- Semester and Year: Spring 2026
- Course ID and Section number: ECE 10 D0740
- Instructor's name: Freneau
- Day and time of required meetings: Tuesday 2:30 - 3:30  
Location: D 36
- ] Number of proctored exams: None
- Course units: 3

## Instructor Contact Information

- Office location or Online (Canvas URL or link?): Del Norte
- Office hours: By appointment
- Phone number: 465-2334
- Email address: phil-freneau@redwoods.edu

## Required Materials:

- None

## Catalog Description

Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive development and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.

## Course Student Learning Outcomes

### Student Learning Outcomes

1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children.

- 2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.**
  
- 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children.**
  
- 4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.**
  
- 5. Evaluate how teachers involve families in their children's development and learning.**
  
- 6. Critically assess one's own teaching experiences to guide and inform practice.**

## **Course Calendar**

[meeting times and location]

Del Norte room 36 Tuesdays 2:30-3:30

## **Evaluation and Grading Policy**

Grading scale is percentage based: 90-100 A 89-80 B 79-70 C 69-60 D 59 and below F

See syllabus below for course assignments

## **Prerequisites/corequisites/ recommended preparation**

ECE 7

## **Educational Accessibility and Support**

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including

but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: [sass@redwoods.edu](mailto:sass@redwoods.edu).

## SASS office locations and phone numbers

### Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

### Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

### Klamath-Trinity campus

- Phone: 707-476-4280

Class time: Tuesdays 2:30-3:30

# **COURSE SYLLABUS**

## **ECE 10 Field Experience**

*Note: This syllabus may be modified by the instructor at any time during the semester to accommodate the learning process.*

### **Course Description:**

**Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive development and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.**

### **Course Objectives:**

- 1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children**
- 2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.**
- 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children**

4. **Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.**
  
5. **Evaluate how teachers involve families in their children's development and learning.**
  
  
  
  
  
  
  
  
  
  
6. **Critically assess one's own teaching experiences to guide and inform practice.**

## **READINGS**

Developmentally Appropriate Practice, revised ed. Bredekamp, ed. (Washington: NAEYC, 1997).

The Creative Curriculum. Dodge & Colker. (Washington: Teaching Strategies, 1992)

Through the Looking Glass, Observations in the Early Childhood Classroom, 2nd ed. S. Nicolson

& S.G. Shipstead. (New York: Merrill, 1993)

## **ASSIGNMENTS**

### **Field Work: Two 3-hr. sessions a week for 15 weeks. 90 points**

After visiting three mentor sites, you will select a mentor with whom you will work throughout the semester. You will sign the Student Teacher – Mentor Teacher Agreement with the mentor teacher and return one copy to the instructor. (90 hrs. @ 1 point each)

You will work with children in your mentor's classroom. You will also have a variety of assignments in the classroom during the semester. Regular attendance at your fieldwork site is crucial. You may be dropped from the class if you miss more than three consecutive fieldwork sessions.

Prior to beginning your fieldwork, you must provide to the center with all items necessary to work with the children. It is your responsibility to check with the center and submit all required items.

## **Class Participation 15 wks. 150 points**

Your active participation during class meetings is an important component of this course. Regular attendance is mandatory for successful course completion. Use class meetings to share and problem solve with peers. At each checkpoint you will be given a competency grade reflecting your overall commitment to your professional growth and development in applying the principles and practices of ECE in your class work and in your field work environment. Your mentor's evaluation, your self-evaluation and the instructor's evaluation of your performance will figure into this grade.

## **Anecdotal Journal Weekly for 15 weeks: 30 points**

Each week you must complete an anecdotal record of a child (use format in Looking Glass – Chapter 5). Try to address different areas of development so that you will have had practice recording many varied aspects of development by the end of the semester. These will be turned in each week in class. After your mentor has reviewed the anecdote, and if she allows, share the anecdote with the parent. Be sure you have discussed the anecdote with the mentor prior to talking to the parent and make sure your mentor is present when you speak to the parent.

## **Self-Evaluation 3 @ 10 pts. each :30 points**

With each checkpoint you will submit a self-evaluation in a format given to you in class. This is an opportunity for you to recognize your strengths and growth areas and identify areas in which you would believe you need additional experience or knowledge. You will be graded on the thought and realistic assessment of your skills and growth. Your mentor will also submit an evaluation.

## **Explorations in Interest Areas: 16 explorations: 90 points total**

With your mentor, plan and implement two explorations with children in each of the following areas: art, library, dramatic play, manipulatives, blocks, sand and water, outside, cooking. Submit the exploration proposals to your mentor prior to implementation. Complete a self-evaluation of the activity and get feedback from your mentor. **5 points each.**

## **Circle / Meeting Time Practice: 12 circle times: 60 points total**

You will begin to build confidence in leading circle time by starting with leading just one part of the circle time during the first part of the semester. You will start this process by leading a finger play, a song with movements, movement exploration, flannel board story, read a book, use instruments, a singing game, group or circle game. Submit circle time activity proposals to your mentor prior to implementation. Complete a self-evaluation of the activity and discuss with your mentor. Begin to build a repertoire of circle time skills. You will be leading circle/meeting time on your own by the end of the semester.

## **Observation of Teachers & Children 15 points**

Based on your observations in your mentor classroom, identify areas of interest or concern in the ways adults and children interact. Select an appropriate observation method, design the tool, collect data and analyze the topic you have selected. Write a summary of the results and of possible adaptations one could make in the program in response sampling results. (Observation text will help you determine the appropriate evaluation tool.)

## **Two Week Plan of Possibilities (POP) 50 points**

You will develop and implement (if possible) a two-week plan of possibilities in your mentor classroom. This means you will, one week at a time, develop possible activities for the entire session (morning or afternoon) in which you do your fieldwork. In addition to submitting the plan of possibilities, you will also submit a documentation of what actually occurred during the two weeks. (This can be done in a different color ink on a copy of your POP.) Along with these two documents you will also write an explanation of why the changes in your POP were made.

Your POP should include plans for individual children. This may include following up on particular children's interests, or specific skills development activities for the children you evaluated or whom were identified by your mentor.

### **Professional Portfolio: 25 points**

You will prepare a professional portfolio including a cover letter, current resume, personal philosophy of early childhood education, and any other materials you think a potential employer you would find interesting.

### **Professional Growth Activity: 10 points**

To encourage you to take advantage of professional growth experiences outside the classroom and to develop your disposition for lifelong learning, you are required to attend one non-college event related to early childhood education during the semester. This could be a Humboldt

Association for the Education of Young Children meeting, a workshop, or a conference related to the ECE field. Announcements of upcoming events will be made in class. You will write a summary of the event.

### **Child Conference Summary: 10 points**

In collaboration with your mentor, complete a parent conference summary sheet. (See Observation test, Chapter 9.) (If your mentor allows, sit in on the conference with the parent.) Have your mentor evaluate your summary sheet. **Do not discuss the conference topics with the parent; this is the mentor's job!**

## **COURSE AGREEMENTS AND PHILOSOPHY**

1. Be involved. Celebrate the learning process! This course will involve the active participation of all students in activities and assignments designed to enhance learning in and out of class.
2. Be prepared. Come to class with assignments completed and be ready to share your ideas. Bring textbook, paper and writing implement to each class.
3. Be respectful of others. Give your full attention when anyone is addressing the class as a whole.

Side conversations are distracting and can be interpreted as disrespectful. If you disagree with an idea, do it constructively.

4. We will be following the Humanities Division Statement on Student Responsibility and the C/R Student Discipline Policy. If you are unfamiliar with these guidelines, please read them.
5. Grading policy for this course will follow the College of the Redwoods Grading Policy Guidelines.

6. Work turned in past the due date will lose points and may not be accepted if more than one week late
7. Be responsible Take responsibility for your own education and always offer your best effort.
8. Be punctual. Come to class on time and stay until class is dismissed Three late arrivals or early departures will be the equivalent of one absence.
9. Final grade will be lowered one grade level after two absences from weekly seminar Absences in excess of this may jeopardize your successful completion of this course.
10. There are 560 points possible in this course.(560-504-A 503-448-B 447-392-C 391-336-D)

DSPS: If you need help with a special need contact DSPS

**The above schedule and procedures are subject to change in the event of extenuating circumstances.**

### **Student Teacher/Mentor Teacher Agreement**

The following is a list of items that student teachers need to complete with their mentors:

You must sign this student teacher/mentor teacher agreement with the mentor teacher and return one copy to the instructor.

Complete and document two three-hour sessions a week for 15 weeks of fieldwork experience. regular attendance at your fieldwork site is crucial. You may be dropped from the class if you miss more than three consecutive fieldwork sessions.

Provide the mentor with all necessary paperwork to work with children at the center.

Prior to the required three checkpoints you will sit down with your mentor for an overall evaluation of your work. This evaluation as well as your own will be turned in to your instructor.

You are required to document your overall lab experience. Ask permission from your mentor to photograph, video, tape record, etc.

Student teachers are required to keep an anecdotal journal weekly for 15 weeks. After your mentor reviews your anecdotes and if the mentor allows you may share these anecdotes with the parent.

With your mentor, plan and implement explorations with children in each of the following areas: art, library, dramatic play, manipulatives, blocks, sand and water, outside, and cooking. Submit exploration proposals to your mentor prior to implementation. Your mentor will give you feedback that you will include in your Self-Evaluation.

The student teacher needs to complete 12 circle time activities. The student will submit proposals prior to circle time. The student will Self evaluate these activities and discuss them with their mentor who will also evaluate your work. In the beginning the student may lead just one part of the activities within the circle time. By the end of the semester the student teacher will lead to complete activity.

Student teachers need to develop, with the mentors help, a two-week plan possibilities. If your mentor approves you may implement your two-week plan possibilities and document what actually occurred during the two-week period.

In collaboration with your mentor, you will need to complete parent Conference summary sheet. If your mentor allows, you may participate in the parent conference.

Signature of student teacher \_\_\_\_\_

Signature of mentor \_\_\_\_\_

## Course Summary:

<b>Date</b>	<b>Details</b>	<b>Due</b>
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	Assignment <a href="#">child conference</a>	
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	Assignment <a href="#">circle time</a>	
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	Assignment <a href="#">class participation</a>	
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	Assignment <a href="#">Field work</a>	
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	Assignment <a href="#">interest areas</a>	
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	Assignment <a href="#">Journal</a>	
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	Assignment <a href="#">POP</a>	
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<b>Date</b>	<b>Details</b>	<b>Due</b>
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Assignment	<a href="#"><u>professional growth</u></a>	
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Assignment	<a href="#"><u>professional portfolio</u></a>	
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Assignment	<a href="#"><u>self evaluation</u></a>	
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Assignment	<a href="#"><u>teacher observation</u></a>	
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