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Spring 2026

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# College of the Redwoods



## Course Information

Semester & Year: Spring 2026

Course ID & Section: ECE-10-E0620

Instructor's name: Alicia Chivington


Day/Time of required meetings: Wednesdays 5:15PM - 6:20PM

Location: CDC

Course units: 3



## Instructor Contact Information

Office location or Online: <https://redwoods-edu.zoom.us/j/5772732425>  (<https://redwoods-edu.zoom.us/j/5772732425>)

Office hours: By Appointment

Phone number: 707-382-5250

Email address: [alicia-chivington@redwoods.edu](mailto:alicia-chivington@redwoods.edu)





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## Required Material

The course readings come from the textbook:

*Early Childhood Field Experience: Learning to teach well* by Kate Williams Browne.

Textbooks are available at the CDC lending library.



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## 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.



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## Course Student Learning Outcomes

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





## Course Calendar

| <b>Date</b> | <b>Topic</b>                | <b>What's Due</b>                                       |
|-------------|-----------------------------|---|
| 1/21/26     | Welcome                     | Immunization Records and TB Test<br>Journal 1           |
| 1/28/26     | Professionalism             | Child Exploration 1                                     |
| 2/4/2026    | Observation & Assessment    | Journal 2<br>Child Exploration 2                        |
| 2/11/2026   | Relationships and Guidance  | Journal 3<br>Child Exploration 3<br>Child Exploration 4 |
| 2/18/2026   | Environment and Schedule    | Journal 4<br>Child Exploration 5                        |
| 2/25/2026   | Curriculum                  | Child Exploration 6                                     |
| 3/4/2026    | Curriculum Planning Cycle   | Child Exploration 7<br>Child Exploration 8              |
| 3/11/2026   | Diversity                   | Mid Semester Lab Hours                                  |
| 3/18/2026   | Spring Break - No Class     |   |
| 3/25/2026   | Curriculum Plans and DRDP   | Journal 5   |
| 4/1/2026    | Work Day!                   |   |
| 4/8/2026    | Professional Portfolio      |   |
| 4/15/2026   | Team Teaching               | 2 Weeks of Being Lead Teacher -Plans                    |
| 4/22/2026   | Collaborating with Families | Journal 6   |



| Date      | Topic            | What's Due                                      |
|-----------|------------------|---|
| 4/29/2026 | Self Reflections | Journal 7                                       |
| 5/6/2026  | Class Reflection | 2 Weeks of Being the Lead Teacher - Completed   |
| 5/13/2026 | Finals Week      | Completed Field Hours<br>Professional Portfolio |

Course Calendar



## Evaluation & Grading Policy

| Assignment          | Points   | Description   | Details  | CLO   |
|---------------------|----------|---|--|---|
| Reflective Journals | 7X2=14   | Journals will be completed throughout the semester and turned in on Canvas. | You will write seven 250 to 300-word journals on assigned topics. Journals must answer the prompt fully and must cite the related readings and provide examples from your fieldwork experience | 3. Analyze personal teaching experiences to guide and inform practice.  |
| Child Explorations  | 8x2.5=20 | Development of Lessons to facilitate with children                          | These are lessons that you will work with your Master/Mentor Teacher to develop and  | 1. Design, implement, and evaluate curriculum and environments based on |



|      |    |   |   |  |
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|      |    |   | <p>implement in the classroom or playground with the children. Using the form provided work with the classroom teacher to develop mini lessons or activities for the children to complete.</p>  | <p>observation and assessment of young children. (LAB)</p> <p>2. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB)</p> <p>3. Analyze personal teaching experiences to guide and inform practice.</p> |
| DRDP | 15 | Conduct a DRDP on one child in the classroom. | <p>Complete the DRDP-2015 and a parent conference summary sheet for a child in the classroom in which you are completing your field experience. 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</p> | <p>1. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)</p>   |



|                        |    |   |   |   |
|------------------------|----|---|---|---|
|                        |    |   | <p>each measure of the DRPD-2015. 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</p>  |   |
| Professional Portfolio | 16 | <p>This assignment is set up to help you find employment or continue on your employment in ECE and Education.</p> | <p>You will complete a professional portfolio that includes at least the following items.</p> <ul style="list-style-type: none"> <li>• Resume</li> <li>• Permit information (a copy of the permit you have or what permit you will apply for when the semester is complete.)</li> <li>• College Transcripts (unofficial)</li> <li>• Philosophy statement</li> <li>• Professional</li> </ul> | <p>3. Analyze personal teaching experiences to guide and inform practice.</p> |



|                          |    |   |   |   |
|--------------------------|----|---|---|---|
|                          |    |   | <p>Growth Plan</p> <ul style="list-style-type: none"> <li>• Website Development or LinkedIn site profile developed</li> <li>• Letters of Recommendation</li> <li>• Cover Letter</li> </ul>  |   |
| Two Week Curriculum Plan | 25 | Students will develop and implement 2 weeks of curriculum in the classroom. | <p>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</p> | <ol style="list-style-type: none"> <li>1. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)</li> <li>2. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB)</li> </ol> |



|           |    |                                       |   |
|-----------|----|---------------------------------------|---|
|           |    |                                       | <p>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.</p>  |
| Lab Hours | 10 | Lab hours totals will be given points | <p>Lab hours will need a minimum to pass the course. They will be graded as follows:</p> <p>105 -108+ hours - 10 pts</p> <p>100 -104 hours - 8 pts</p> <p>95 - 99 hours - 6 pts</p> <p>85 – 94 hours - 4 pts</p> <p>74 - 84 hours - 2 pts</p> <p>Under 74 hours - 0 pts</p> |

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

79 to 82 = B-

76 to 79 = C+



70 to 75 = C

60 to 69 = D

0 to 59 = F

\*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.



## Fake Student Policy

Fraudulent enrollments are on the rise. To ensure that real students can get seats in the class, no shows will be dropped in the middle of the first week of classes. Also, if you are suspected of being a bot, you will be dropped from the class. If you have been dropped but are a real student, please contact your instructor right away to be reinstated in the class.



## 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



## Educational Accessibility & 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

 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](https://www.redwoods.edu/services/sass/light.php) , [\(<https://www.redwoods.edu/services/sass/light.php>\)](https://www.redwoods.edu/services/sass/light.php), counseling and advising, alternate formats of course materials (e.g. audio books or 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 \(SASS\)](https://www.redwoods.edu/services/sass/index.php) , [\(<https://www.redwoods.edu/services/sass/index.php>\)](https://www.redwoods.edu/services/sass/index.php).

If you are unsure whether you qualify, please contact SASS for a consultation:  
[SASS@redwoods.edu](mailto:SASS@redwoods.edu) (<mailto:SASS@redwoods.edu>).

## SASS office locations and phone numbers

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### Eureka campus

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- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113

### Del Norte campus

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

### Klamath-Trinity campus

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- 707-476-4280

