

Mayville State University

EC 376 Field Experience in ECE (35015)

Spring March 17-May 11, 2025

1 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

Contact Information: Educ 116L ann.sorteberg@mayvillestate.edu 701-788-4796

Hours of Availability: I am happy to meet with you by Appointment, Phone, or Zoom

Instruction Mode: Online Asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Course Materials and Technologies

Required

Liability Insurance

Course Materials for observations and reflections are posted

Blackboard Ultra

Course Description

The course is designed to give teacher candidates a field experience in an early childhood classroom where they will implement curriculum and instructional practices that are covered in EC 333 Pre-K Methods and Materials. Teacher candidates will actively engage in the early childhood setting, including play time, while under the supervision of professional early childhood staff.

Pre-/Co-requisites: Co-requisite EC 333

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

1. Students will plan and create developmentally appropriate (DAP) activities with children, based on observations of children in a preschool classroom (InTASC 1, 5, NDECS 2 NAEYC 1, 3, 5 CECEC 1, 5 SLO 2)
2. Students will write observations of children participating in learning areas of the classroom (i.e. block, dramatic play, circle/group time, manipulatives/games, library/listening, art, and science/sensory) to document their abilities, social interactions, and learning (InTASC 1, NDECS 2, NAEYC 1,3, CECEC 1, SLO 2)
3. Students will write reflective summaries to show growth in learning, understanding of child development and developmentally appropriate practice (InTASC 1, NDECS 2, NAEYC 1, 5, CECEC 1, SLO 2)
4. Students will describe curriculum and transitions implemented within the preschool classroom through questionnaires and observation (InTASC 5, NDECS 2, NAEYC 5, CECEC 5, SLO 2).

InTasc Principles:

1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

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ND ESPB Early Childhood Education Program Approval Standards:

50037.1: Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities

50037.3: Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

50037. 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

NAEYC Standards:

Standard 1: Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Standard 3: Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

CEC EC Standards:

Standard 1: Child Development and Early Learning: Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience: Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

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Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- Reinforced SLO 2 Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.

Instructional Strategies

Written Reflection	Academic Writing
Inquiry & Research	Graphic Organizers
Discussion Forums	Critical Thinking

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- Email communication allow at least 24 business hours for a response.
- Email will be checked daily, M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- Ensure that you are responding professionally. Refrain from using texting language
- I encourage you to contact me to discuss any questions, concerns, or suggestions. Student input is important to make this course a worthwhile experience
- Dues Dates are posted on the Assignments and Due Dates Documents.
- Writing Expectations: Being able to express one's thoughts in a clear and well-thought-out manner is held in high regard in this course. Early Childhood Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

Assignments and Assessments

To enhance your learning experience in this course the following is expected:

- Always ask questions- I am here to provide support, so you are successful in this course.
- Complete all assigned reading.
- Participate in discussion forums in a professional manner.
- Submit all your assignments by due dates, there are drop boxes for each assignment.
- Give yourself an appropriate amount of time to complete assignments.
- Make sure you read all assignment directions thoroughly.

Evaluation and Grading

The goal of evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence with implementing curriculum and instructional practices in a preschool setting.

Grading Policies

- Late work is determined by the date in the Dropbox. Late assignments will receive partial credit.
- Please do not email your work, post your work in the dropbox in Blackboard. If you have difficulty submitting assignments, please make me aware of this issue through email or phone.
- Please plan, do not wait until the last minute to post assignments. Each assignment is given sufficient time for completion, it is up to you to take advantage of this allotted time.

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- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to be sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date.

Grading Scale

100-94 (177-166) – A 93-87 (165-154) -B 86- 80 (153-141) - C 79-72 (140-127)- D 71-0 (126-0)- F

Breakdown of Grades

Observations 5@ 15 (75 pts), Play Enrollment (10pts), 2 Questionnaires (20 pts), Written Assignments (30 pts), Lesson Plan/Reflection (22 pts) Log of Hours (10 pts), Final Reflection (10 pts) Total 177 points

Enrollment Verification

Enrollment Verification: Introductions Activity Due Week 1

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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Course Timeline/Schedule

The 8-week course is laid out in detail on Blackboard. The assignments and due dates are posted in each weekly folder on Bb. Course Schedule is posted in Bb. "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."