

CDEV 106 – Observation and Assessment

Instructor: D. Scott Sheppard
Class Code: ~~11026~~– 20306
Room: 201
Academic Term: Spring 2013
Class Time: Mon/Wed 1:30-3:00
Phone: 760-355-6397

Text: *Seeing Young Children*, 6TH ed., Bentzen, Warren
Week By Week, 5TH ed., Nilsen, Barbara Ann

Course Description:

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored. (CSU)

Course Objectives and Minimum Standards for a Grade of "C":

- A. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.
- B. Identify and evaluate logistical challenges, biases and preconceptions about assessing Children.
- C. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.
- D. Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.
- E. Identify and apply basic quantitative and qualitative observation and recording techniques.
- F. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- G. Articulate the value of involving families and other professionals in the observation and assessment process for all children.
- H. Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States).
- I. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).
- J. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- K. Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- L. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- M. Demonstrate knowledge of the role that observation and assessment play in

intervention.

Student Learning Outcomes

Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

Demonstrate systematic observation methods to provide data to assess the impact of environment, interactions, and curriculum on all domains of children's learning and development and the role it plays in intervention.

Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Methods of Evaluation:

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Disabled Student Programs and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

DSP&S
Room 2117
Health Sciences Building
(760) 355-6312

Attendance & Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

Each time a student is tardy, they will automatically have 3 attendance points deducted from the total possible points for attendance (once a week classes). 1 ½ points will be deducted for classes that meet twice a week.

Each absence will mean an automatic deduction of 6 points from the total possible points for attendance for classes that meet once a week, 3 points for classes that meet twice a week.

Beepers and cellular phones should be turned off while class is in session.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the course.

You should be prepared when you come to class to be an active participant in the learning process. Learning doesn't occur in a vacuum, it occurs through interaction with others.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The instructor has the right to ask any student to leave who is disrupting the education of others.

The use of cellular telephones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom

Class Schedule & Assignments:

Schedule is subject to change at the instructor's discretion. Student is responsible for changes.

Class Schedule & Assignments: CDEV 106

Week		DUE
Week 1: 1/14-1/16	Introduction Why do we observe? Objective observation	
Week 2: 1/21 OFF 1/23	Basic Guidelines- Intro to Standards	
Week 3 1/28-1/30	Wk/wk Chap 1 – separation,	
Week 4: 2/4-2/6	Wk/Wk Chap 2 Anecdotal-Self-help skills	
Week 5: 2/11-2/13	Wk/Wk Chap 3 Running Record- Self-help	
Week 6: 2/18 OFF 2/20	Running Records- Social- Play	Test 1
Week 7: 2/25-2/27	Interpretation/Evaluation Intro to DRDP R	
3/4-3/6: Spring Break		
Week 8: 3/11-3/13	Conversations / Lang.	
Week 9: 3/18-3/20	Time Samples/ Rating Scales/ Checklists Intro to ECERS	
Week 10: 3/25-3/27	Portfolio Work Samples , Ecers Observation	
Week 11: : 4/1-4/3	INFANT/Toddler Years	Test 2 ECERS DUE
Week 12: 4/8-4/10	Preschool Years	
Week 13: 4/15-4/17	Using the Portfolio to Conference with Families	
Week 14: 4/22-4/24	Using Documentation for Child Abuse	DRDP due
Week 15: 4/29-5/1	Program Assessments	
Week 16: 5/6		Final Exam

Observations in various forms (to be announced)	100 points
ECERS (date to be announced)	50
DRDP-R2	100
2 tests @ 50 points each	100
Final	50

Total= **300 pts**

Grade Breakdown: 90 - 100% = A , 80 - 90% = B, 70 - 80% = C , 60 - 70% = D
59% and under = F