

Basic Course Information

Semester:	Fall 2015	Instructor Name:	Rebecca Green
Course Title & #:	Observation and Assessment	Email:	Becky.green@imperial.edu
CRN #:	10670	Webpage (optional):	
Classroom:	202	Office #:	Preschool 2200
Class Dates:	8/17/201-12/11/2015	Office Hours:	
Class Days:	Thursday	Office Phone #:	760-355-6232
Class Times:	0600-0910	Emergency Contact:	email
Units:	3		

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. (C-ID ECE 200) (CSU)

Student Learning Outcomes

STUDENT LEARNING OUTCOMES:	<p>Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:</p> <ol style="list-style-type: none"> 1. 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. (ILO1, ILO2, ILO3, ILO4, ILO5) 2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. (ILO1, ILO2, ILO4, ILO5) 3. Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development. (ILO2, ILO4) 4. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. (ILO1, ILO2, ILO4, ILO5) 5. Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children. (ILO2, ILO4, ILO5)
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Course Objectives

Upon satisfactory completion of the course, students will be able to:

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

Demonstrate knowledge of the role that observation and assessment play in intervention

Textbooks & Other Resources or Links

- Bentzen, Warren R 2009. *Seeing Young Children: A Guide to Observing and Recording Behavior* 6th. New York. Wadsworth Publishing ISBN: 978-1418073787.
- California State Infant/Toddler Learning & Development Program Guidelines, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Course Requirements and Instructional Methods

Please come to class on time and prepared. .

Grades will be based upon class participation, 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.

All papers must be typed and completed in APA style.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2)

hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Blackboard: Students should check blackboard weekly to respond to various prompts and to explore websites that pertain to course work.

No cell phone usage allowed during class

Course Grading Based on Course Objectives

"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.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Professionalism in the Field:

You will be asked to complete assignments with children in the campus lab school. At all times you are to behave as a professional that includes wearing appropriate clothing to work with children. Professionalism covers a broad range of behaviors including (but not limited to) the following:

- Timeliness
- Reliability
- Ethical behavior
- Appearance
- Demeanor
- Ability to receive constructive criticism
- Appropriate dress
- Appropriate care for materials and equipment
- Appropriateness of interactions with all adults and children

Ethical Conduct and Professional Behavior

Students are expected to demonstrate ethical conduct at all times during the course. Professional behavior and attitude are necessary when working with professionals, clients, and other members of the community. Respect for each other during presentations is a must for this class.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 20	Introduction to course Legal and Ethical Responsibilities- Confidentiality	Ch. 1
Week 2 August 27	Why is Observation Important? Observation Cycle	Ch 2
Week 3 September 3	Growth and Development	
Week 4 September 10	Typical and A Typical Influences on Development	Ch. 3
Week 5 September 17	Guidelines for Observation Logistical Challenges Observation assignment 1	Ch 4
Week 6 September 24	Methods of recording: Formal VS Informal Quantitative and Qualitative	Ch. 5-12
Week 7 October 1	Narrative Time Sampling Event Sampling Observation assignment 2 Quiz	Observation assignment 1 Due
Week 8 October 8	Diary Description Anecdotal Records Frequency Count Checklist Observation assignment 3 Group work	
Week 9 October 15	Interpretation and Assessment Value of Family Involvement Quiz	Observation Assignment 2 Due
Week 10 October 22	Assessment Tools Strengths and Weaknesses	
Week 11 October 29	ECERS/ITERS/FACERS/SACERS	Observation Assignment 3 Due

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 12 November 5	Characteristics, strengths and limitations of common assessment tools with all children’s developmental, cultural and linguistic characteristics.	
Week 13 November 12	Interventions and Referrals	
Week 14 November 19	Signs of Child Abuse	
Week 15 December 3	Group Activities Review for Final	
Week 16 December 10	Final	

*****Tentative, subject to change without prior notice*****