Basic Course Information

Semester:	**Fall 2016**	Instructor Name:	**Rebecca Green**
Course Title & #:	**CDEV106 Observation and Assessment**	Email:	**Becky.green@imperial.edu**
CRN #:	**10670**	Webpage (optional):	
Classroom:	**202**	Office #:	**2200**
Class Dates:	**Aug.15-Dec.9, 2016**	Office Hours:	**Call for appointment**
Class Days:	**MW**	Office Phone #:	**760-355-6232**
Class Times:	0335-0500	Emergency Contact:	**Department Secretary**
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

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

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) Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children. (ILO2, ILO3, ILO4, ILO5)

Course Objectives

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.
13. Demonstrate knowledge of the role that observation and assessment play in intervention, effective learning materials and experiences for all young children.

Textbooks & Other Resources or Links

Bentzen, Warren R (2009). *Seeing Young Children: A Guide to Observing and Recording Behavior* . New York Wadsworth Publishing. ISBN: 978-1418073787

Nilsen, Barbara Ann (2010). *Week by Week Plans for Documenting Children's Development* . Wadsworth, Cengage Learning ISBN: 978-0-495-81317-0

Course Requirements and Instructional Methods

Please come to class on time and prepared. All chapter readings should be done before coming to class so that we can discuss.

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 unless directed by the instructor.

No assignments or projects will be accepted late. They are due on date assigned. If you feel you have extenuating circumstances, please see me before the project is due. If you have permission to turn the assignment in late, you will not earn a grade higher than a "C" for your effort.

Every student has the same opportunity to study for quizzes and tests. If you miss a quiz or test and have extra time to study it is not fair to other students, because of this make up tests will not be allowed without permission from the instructor and proof of absence (accident report, hospital paperwork, or doctor's note). The test must be made up before the next class. Make ups will be scheduled with the instructor in my office. A missed assignment or test is considered an "F" and no points will be given.

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.

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

90-100% = A

89-80%= B

79-70%= C

69-60%= D

59% and below = F

Attendance

- All students are expected to be on time for class
- Students who leave early without permission from the instructor will be considered absent
- 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.

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

The instructor will provide a tentative, provisional overview of the reading, assignments, tests, or other activity for the duration of the course. The faculty may find a table format useful for this purpose.
It is the instructor's discretion to add additional assignments or change the assignment schedule throughout the course as needed.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 15 - 17	Syllabus & Introduction Review of SLOs and Portfolio requirement Chapter 1 discussion Assignment 1 (Wednesday) Immunization discussion Testing Children- discussion	Read chapter 1 before Wednesday and be ready to discuss
Week 2 August 22-24	Discussion chapter 2 Developing Family Partnerships PowerPoint Child Development Monday Examine NAEYC Ethical Conduct Paper and discuss question posed. Typical and A Typical Development Assignment 2: Ethics Paper due 8/29 Group work	Read chapter 2and 3 before coming to class Assignment 1 due 8/22
Week 3 August 29-Sept. 1	Monday- Immunization proof Observation and child development Planning for Observations Temperament Formal and Informal Observation PowerPoint Observation	Assignment 2 due 8/29 Read before coming to class: Chapter 4& 5
Week 4 Sept. 7	Narrative Time sampling Event sampling Test 1 Observation assignment- Due 9/14/2016	Read before coming to class: Chapter 6,7, and 8
Week 5 9/12-9/14	Anecdotal Records Diary/journal Observation Assignment- Group	Read before coming to class: Chapter 9-10
Week 6 9/19-9/21	Frequency count Checklist	Read before coming to class: Chapter 11-12

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Behavior in the Classroom Building a Child Study-Portfolios	
Week 7 9/26-9/28	TEST 2 Choosing the right tools	Read Chapter 13
Week 8 10/3-10/5	Observing Infants and Toddlers Assignment: Infant observation due 10/19	Read chapter 14-15
Week 9 10/10-10/12	Observing Preschoolers DRDP State Standards Frameworks Documentation and Portfolios Assignment: Preschool observation due 10/26	
Week 10 10/17-10/19	Observation and Assessment Cycle Interpretations Interventions	Infant observation due
Week 11 10/24-10/26	ECERS ECERS Assignment Field Trip-Preschool CLASS Test 3	Preschool observation due
Week 12 10/31-11/2	Reflective Teaching	
Week 13 11/7-11/9	How to observe and assess while teaching Documentation tools	
Week 14 11/14-11/16	Documentation and Portfolio presentations	
Week 15 11/28-11/30	Review Group observations	
Week 16 12/5	Final	

Tentative, subject to change without prior notice