



Basic Course Information

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| Semester: | SPRING 2022 | Instructor Name: | David Scott Sheppard |
| Course Title & #: | CDEV 106: Observation & Assessment | Email: | David.sheppard@imperial.edu |
| CRN #: | 20663 | Webpage (optional): | |
| Classroom: | Online | Office #: | 2201 |
| Class Dates: | 2/14/2022-6/10/2022 | Office Hours: | Monday -Thursday, 11:30-12:30 (both virtual and on-campus) |
| Class Days: | N/A | Office Phone #: | : (760) 919-2377 |
| Class Times: | N/A | Emergency Contact: | Alexiss Castorena: 760-355-6232 |
| Units: | 3 | Class Format: | Online/Hybrid |

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, along with strategies for collaboration with families and professionals. (C-ID ECE 200) (CSU)

Course Prerequisite(s) and/or Corequisite(s)

Prerequisite: CDEV 104 with a grade of "C" or better.

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. Describe and evaluate the characteristics, strengths, limitations and applications of contemporary observation and assessment tools. (ILO1 and ILO2)
2. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data. (ILO1 and ILO2)
3. Complete systematic observations and assessments using a variety of methods of data collection to inform environment design, interactions, and curriculum. (ILO2)



Course Objectives

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

1. Compare historic and currently used observation and assessment tools.
2. Identify logistical challenges, biases, and preconceptions about observing and assessing children.
3. Identify the purpose, value and use of formal and informal observation and assessment strategies.
4. Describe the major characteristics, strengths and limitations of selected assessment tools.
5. Apply knowledge of development to interpret observations and assessments.
6. Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions and curriculum on children's development and behavior.
7. Demonstrate the ability to use observation and assessment in decision making for instruction, referral, and intervention.
8. Describe legal and ethical responsibilities in relationship to observation, documentation, and record keeping.

Textbooks & Other Resources or Links

- Curtis, Deb 2017. *Really Seeing Children* Exchange Press ISBN: 9780942702644.
- Jablon, Judy R., Dombro, Amy Laura; Dichtemiller, Margo L. 2007/2nd Ed *The Power of Observation for Birth Through Eight.* Teaching Strategies. NAEYC. ISBN: 978-1-933021-52-2.
- 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

All of the Module Learning Units will be accessible from the Course Menu. Each Learning Unit will be numbered in the sequence.

Most Units lasts one week. You can read explanations of each Unit, and the course work required for the Unit, by clicking the provided link on the course Home page or via the Modules link in the course menu.

Each Unit will require you to do reading in the course text, view course videos, engage in Discussions, and/or complete an Assignment

(Unless otherwise stated, Units will be active for 1 week and the due dates for Unit work will be on the following Monday evening @ 11:59 PM)

Please keep in mind that, late work cannot be submitted after the due date and time-On the due date of each Unit, the Assignments, Discussions, and Quizzes required in that Unit will close and cease to be accessible.

You will still be able to see the Units throughout the semester for review.

It is critical that you stay current with work for each Unit- Students who get behind in their

coursework often end up failing the course as a result

Informational Assignments: There are several Informational Assignments that are to help you be successful in the course.

Observation Assignments: An important role of the teacher is that of listener and observer. To support the development of observation and listening skills as well as the ability to gain insight from interpreting children’s conversations, children’s behavior, the teacher’s role in the classroom, and the role of the environment in supporting learning, students will be required to complete five observations. The student will use written guidelines provided by the instructor. During this semester, due to Covid-19, all observations will be done online using video provided by the instructor.

(A) Observation Practice Assignments and (B) Observation & Reflection Assignments

Reflection Assignment: These assignments will provide students with the opportunity to reflect on their philosophy of teaching, as well as their biases, values, challenges and strenghts.

Child Portfolio/Documentation Assignment: Documentation is an important strategy to communicate children’s learning. Students will work in class and at home to complete a single page documentation which will include pictures, observations, dialogue from the children(if available), and interpretation. Additional guidelines will be provided by the instructor.

Midterm & Final Exams: Midterm and Final Exams will be taken online, in CANVAS. The test questions will be short-answer essay questions. Students will demonstrate their understanding of the information learned from the textbook, from articles provided in class/online, and from lectures.

Reminder: 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

FINAL GRADING

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|----------|--------------|
| A | 440-296 |
| B | 396-352 |
| C | 351-308 |
| D | 307-264 |
| F | 264-or lower |

Keeping Track of Your Points: GRADING:

| Required Assignments & Tests | Possible Score | |
|---|---|--|
| Unit review Quiz, Discussion, or Reflection | 2 pts each (this work will be announced at the beginning of each Unit) Possible 20 | |
| | 100 | |
| Observation & Reflection Assignments | 55 | |
| Portfolio/Documentation Assignment | 20 | |
| Midterm | 25 | |
| Focus on a Professional Paper | 20 | |
| FINAL | 25 | |
| Total points | 265 | |

Course Policies

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.

- Attendance and participation in ALL ZOOM class meetings is required. Regular attendance in all classes is expected of all students. A student who misses three consecutive or four non-consecutive classes may be dropped from the class. Students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. If you have a reason for not being able to attend, you must contact the instructor.

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.

Academic Honesty: ONLINE Courses:

- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Other Course Information

- **Be Prepared:** purchase your textbook -- your textbook provides you with the in-depth information required to learn and pass the course.
- **Log into CANVAS frequently -weekly at a minimum:** CANVAS contains all of the lectures, assignments, and projects required in the course.
- **Complete Reading:** each week there will be readings assigned in the textbook. Many assignments will include additional articles that the instructor will provide.
- **Lecture & Participate:** CDEV 105 has ZOOM Lecture & Participation TWICE a week, on Tuesday and on Thursday. There will be in-class discussions in breakout groups that involve the students in using the knowledge, ideas and skills presented in class.
- **Complete assignments:** Each assignment has been carefully selected as a means of reinforcing the knowledge gleaned throughout the course. If the instructor determines that work turned in is not your own, or that you did not participate fully in group efforts, you may be given a zero with no opportunity for make-up.
- **Be organized:** keep your assignments in a labeled folder for this course in your computer. Label assignments to make it easy to find and upload into CANVAS, for example: "CDEV 105-Journal 1-your name"
- **Be respectful.** Students are expected to show respect for the instructor and classmates when participating ZOOM class meetings as well as in-class activities.
- **Flexibility:** the SPRING Semester flow of topics and assignments is described on the calendar. However, the instructor may adjust the class to reflect the requirements of the time. Therefore, listed topics of discussion or due dates of assignments may change. Please check for "Announcements" and emails and information on CANVAS for any changes.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule (*Syllabus is subject to change- Student will be notified of any changes*)

Week 1: : February 14

TOPICS:

Welcome !

- *Introduction to Canvas Course- Learning to navigate your way around the Canvas course layout and becoming familiar with the various course tools we will use along the semester.
- Dipping our toes into the process of observation and assessment of children

| Assignments | DUE | PTS |
|---|------|-----|
| Introduction Discussion (please note * failure to the complete the assignment by the due date may result in being dropped) | 2/17 | 2 |
| Assignment 1 | 2/20 | 2 |
| Introduction practice quiz | 2/20 | 2.5 |
| And to prepare for next Unit: READ: <ul style="list-style-type: none"> • Really Seeing Children; Introduction and p. 6-20 • Really Seeing Children: p. 21-42 • The Power of Observation: Chapter 1 | | |

Week 2: February 21

| Assignments | DUE |
|-----------------------------------|------|
| Writing Observations – Practice 1 | 2/28 |

Week 3: February 28

| READ: <i>The Power of Observation: Chapter 3</i> | |
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| Assignments | DUE |
| Writing Observations – Practice 2 | 3/7 |

Week 4: : March 7,

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| READ: <i>The Power of Observation: Chapter 4</i> | |
| Assignments | DUE |
| : | |
| <i>Writing Observations – Practice 3</i> | 3/14 |

Week 5: March 17,

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| READ: <i>The Power of Observation: Chapter 5</i> | |
| Assignments | DUE |
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| <i>Observation & Reflection Paper 1: Observing Toddlers</i> | 3/21 |

Week 6: March 24,

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| TOPICS: Observing Preschoolers | | |
| READ: Articles Provided | | |
| Assignments | DUE | PTS |
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Week 7: March 31,

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| READ: <i>Really Seeing Children</i> : p.44-64 | |
| Assignments | DUE |
| <i>Writing Observations – Practice 4</i> | 4/10 |
| MIDTERM | 4/10 |

SPRING BREAK! April 11 - April 17

Week 8: April 18,

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| TOPIC: Using Observation/Assessment as a Basis for Planning | | |
| READ: <i>Really Seeing Children</i> , p. 64-86 | | |
| Assignments | DUE | |
| <i>Observation & Reflection Paper #2</i> | 4/18 | |

Week 9: April 21,

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| TOPICS: Guest Speaker - Building Curriculum based on Observations | | |
| READ: <i>Really Seeing Children</i> , p. 88-102 | | |



| Assignments | DUE | |
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| <i>Professional Focus Paper</i> | 4/25 | |

Week 10: April 28,

| TOPICS: Guest Speaker Presentation *Authentic Assessment *DRDP *Portfolios | | |
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| READ: Articles provided | | |
| Assignments | DUE | |
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| Observation & Reflection Paper- 3 | 5/2 | |

Week 11: May 5,

| TOPICS: Documentation: Making Learning Visible | | |
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| READ: <i>Really Seeing Children, p. 104-136</i> | | |
| Assignments | DUE | |
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Week 12: May 12,

| TOPICS: Sharing Information with Families: Documentation | | |
|---|------|--|
| READ: <i>Really Seeing Children, p.138-150</i> | | |
| Assignments | DUE | |
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| <i>Portfolio/Documentation Assignment</i> | 5/16 | |

Week 13: May 19,

TOPICS: Observation: Professional Development
*CLASS

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| Read: Articles Provided | | |
| Assignments | DUE | |
| <i>Writing Observation Practice 5</i> | 5/23 | |

Week 14: May 26,

TOPICS: Challenges of Observation & Assessment

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| READ: Articles Provided | | |
| Assignments | DUE | |
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Week 15, June 2,

TOPICS: Teacher as Decision Maker: Integrating Play, Development & Practice
Facing barriers & Change

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| READ: Articles Provided | | |
| Assignments | DUE | |
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Final Due by Wednesday, June 8th, 11:55pm

*****Subject to change without prior notice*****