



## Basic Course Information

Semester:	<b>FALL 2022</b>	Instructor Name:	<b>Mary Courtney</b>
Course Title & #:	<b>CDEV 106: Observation &amp; Assessment</b>	Email:	<b>mary.courtney@imperial.edu</b>
CRN #:	<b>10342</b>	Webpage (optional):	
Classroom:	<b>ZOOM &amp; Online</b>	Office #:	
Class Dates:	<b>8/16/2022-12/10/2022</b>	Office Hours:	
Class Days:	<b>Tuesday(ZOOM)</b>	Office Phone #:	
Class Times:	<b>6:00-9:10pm</b>	Emergency Contact:	
Units:	<b>3</b>	Class Format:	<b>ZOOM &amp; Online</b>

## 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)



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## 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

**ZOOM Lectures and Participation:** CDEV 106 has ZOOM Lecture & Participation on Tuesdays: 6:00pm-9:10pm. There will be in-class discussions in breakout groups that involve the students in using the knowledge, ideas and skills presented in class. This participation/assignment is completed during the ZOOM class meeting. (If a student did not attend class, this assignment cannot be made up.)

**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 a variety of observation assignments. The student will use written guidelines provided by the instructor. During this semester, some of the observations will be done online using video provided by the instructor and other observation assignments will be done at the Imperial Valley Child Development Center. In order to observe at the IVC Child Development Center, students are required to have up-to-date



immunizations as required by the state of California. Student are required to make an appointment with the IVC School Health Nurse. Detailed information will be provided by the instructor.

**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.

**ECERS Assignment:** ECERS (Early Childhood Environment Scale) is a tool used in the field of Early Childhood Education to evaluate the quality of the classroom environment. Students will be provided with written guidelines by the instructor.

**CLASS Assignment:** CLASS (Classroom Assessment Scoring System) is a tool used in the field of Early Childhood Education. CLASS is a tool for observing and assessing the effectiveness of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers that have contribute to children's social, developmental, and academic achievement.

**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

TOTAL POSSIBLE POINTS FOR COMPLETED COURSE	380
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### FINAL GRADING

A	380 - 342
B	341 - 304
C	303 – 266
D	265 - 228
F	227 - lower

**Keeping Track of Your Points: GRADING:**

Required Assignments & Tests	Possible Score	Your Score
Lecture & Participation/Responses (5 pts./ weekly participation)	75	
What is Studio?	5	
How to Be Successful in CDEV 106	5	
How to Upload Assignments in CANVAS	5	
<i>Why Preschool Teachers Observe and Record Behavior</i>	10	
<i>Writing Objective Observations– Practice 1</i>	10	
<i>Writing Objective Observations– Practice 2</i>	10	
<i>Identifying Typical Development</i>	10	
<i>Observation &amp; Interpretation: Infants/Toddlers</i>	20	
<i>Observation &amp; Interpretation: Preschoolers</i>	20	
<i>ECERS Assignment</i>	30	
<i>Observation &amp; and Planning Assignment</i>	30	
<i>CLASS Assignment</i>	20	
Child Portfolio/Documentation Assignment	30	
Midterm	25	
FINAL	75	
<b>Total points</b>	<b>280</b>	



Final Grade:				
A 380 - 342	B 341 - 304	C 303 – 266	D 265 - 228	F 227 -or lower

You can view your total points in CANVAS

## 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 106 has ZOOM Lecture, on Tuesday. 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 FALL 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/Calendar

 <p>CDEV 106: FALL 2022 10342 Observation &amp; Assessment</p>	<p><b>CDEV 106: Observation &amp; Assessment</b></p> <p><b>CALENDAR: FALL 2022</b> <b>Tuesday ZOOM &amp; Online</b> 10342</p>
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**ASSIGNMENTS are DUE at the beginning of the class period – 6:00pm on the date due.**

**Week 1: August 16**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

### TOPIC: *Welcome!*

- Image of the Child
- Learning and Your View of the Child
- Teacher as Observer

### READ:

- *Really Seeing Children*; Introduction and p. 6-20
- *Really Seeing Children*: p. 21-42
- *The Power of Observation: Chapter 1*

### Assignments:

Assignments:	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
What Is "Studio?"	8/23	5

Assignment: <i>How to Be Successful in CDEV 106</i>	8/23	5
<i>How to Upload Assignments in CANVAS</i>	8/23	5

**Week 2 : August 23**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

- TOPICS:** Seeing Children’s Strengths
- Why observe? The Benefits of Observing Young Children
  - Children: Think & Learn Like Scientists Seeing Children’s **Ideas**
  - Using Observations to Build Relationships

**READ:** *The Power of Observation: Chapter 2*

Assignments	DUE	PTS
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5
<i>Why Preschool Teachers Observe and Record Behavior</i>	8/30	10

**Week 3 : August 30**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

- TOPICS:** You ,the Teacher, as Observer
- \*Learning to Listen & Look
  - \*Types of Assessment

**READ:** *The Power of Observation: Chapter 3*

Assignments	DUE	PTS
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5
<i>Writing Objective Observations – Practice 1</i>	9/6	10

**Week 4 : September 6**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

- TOPICS:** Guidelines for Effective Observation: What is Evidence?
- \*Techniques/Strategies for Observing Young Children





<b>*How to Collect Evidence of Children’s Learning and Development</b>		
<b>READ:</b> <i>The Power of Observation: Chapter 4</i>		
<b>Assignments</b>	<b>DUE</b>	<b>PTS</b>
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5
<i>Writing Objective Observations – Practice 2</i>	9/13	10

**Week 5: September 13**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

<b>TOPICS:</b> Types of Evidence *What is Typical Development in All Domains? *How to Observe and Record During Interactions with Children		
<b>READ:</b> The Power of Observation: Chapter 5		
<b>Assignments</b>	<b>DUE</b>	<b>PTS</b>
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5
<i>Identifying Typical Development</i>	9/20	10

**Week 6: September 20**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

<b>TOPICS:</b> Authentic Assessment Tools *DRDP *Child Portfolios		
<b>READ:</b> Articles Provided		
<b>Assignments</b>	<b>DUE</b>	<b>PTS</b>
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5

**Week 7: September 27**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

**TOPIC:** Observing Infants and Toddlers

**READ:** *Really Seeing Children* : p.44-64

**Assignments**

**ZOOM Lecture & In-Class Activity**

*Observation & Interpretation: Infants/Toddlers*

MIDTERM

**DUE**

**PTS**

ZOOM

5

11/5

20

25

**Week 8: October 4**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

**TOPIC:** Observing Preschoolers

**READ:** *Really Seeing Children*, p. 64-86

**Assignments**

**ZOOM Lecture & In-Class Activity**

*Observation & Interpretation - Preschoolers*

**DUE**

**PTS**

ZOOM

5

10/11

30

**Week 9: October 11**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

<b>TOPICS:</b> Looking Closely at the Environment to Support Children's Learning *ECERS -Early Childhood Environment Rating Scale		
<b>READ:</b> <i>Really Seeing Children, p. 88-102</i>		
<b>Assignments</b>	<b>DUE</b>	<b>PTS</b>
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5
<i>ECERS Assignment</i>	10/18	30

**Week 10: October 18**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

<b>TOPICS:</b> Using Observation/Assessment as a Basis for Planning		
<b>READ:</b> Articles provided		
<b>Assignments</b>	<b>DUE</b>	<b>PTS</b>
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5
<i>Observation &amp; and Planning Assignment</i>	11/1	30

**Week 11: October 25**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

<b>TOPICS:</b> Documentation: Making Learning Visible		
<b>READ:</b> <i>Really Seeing Children, p. 104-136</i>		
<b>Assignments</b>	<b>DUE</b>	<b>PTS</b>
<b>ZOOM Lecture &amp; In-Class Activity</b>	ZOOM	5

**Week 12: November 1**

**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

**TOPICS:** Documentation: Creating a Child Portfolio

**READ:** *Really Seeing Children, p.138-150*

Assignments	DUE	PTS
Lecture & Participation/Response	ZOOM	5
<i>Child Portfolio/Documentation Assignment</i>	11/8	30

**Week 13: November 8**

**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

**TOPICS:** Sharing Information with Families: Child Portfolio

**Read:**  
Articles Provided

Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5

**Week 14: November 15**

**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

**TOPICS:** Observation: Professional Development

\*CLASS

**READ:** Articles Provided

Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>CLASS Observation Assignment</i>	11/29	20

**Thanksgiving Week: NO CLASS Tuesday, November 22**



**Week 15: November 29**  
**ZOOM Class Meeting, Tuesday, 6:00-9:10pm**

**TOPICS:** Teacher as Decision Maker: Making Time for Observation and Assessment

**READ:** Articles Provided

**Assignments**

**ZOOM Lecture & In-Class Activity**

**DUE**

**PTS**

ZOOM

5

**Final Due by Tuesday, December 6th, 11:55pm**

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