

### Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Marixol Garcia</b>
Course Title & #:	<b>CDEV 106 Observation and Assessment</b>	Email:	<b>marixol.garcia@imperial.edu</b>
CRN #:	<b>21607</b>	Webpage (optional):	
Classroom:	<b>205</b>	Office #:	<b>203 C</b>
Class Dates:	<b>2-10-2025 to 6-6-2025</b>	Office Hours:	<b>Tuesday/Thursday 2:30 pm-4:30 pm</b>
Class Days:	<b>Tuesday and Thursday</b>	Office Phone #:	<b>(760) 355-6460</b>
Class Times:	<b>1:00 pm-2:25 pm</b>	Emergency Contact:	<b>Alexiss (760) 355-6232</b>
Units:	<b>3.0</b>	Class Format/Modality:	<b>In Person</b>

### Course Description

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning 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>
- California Preschool/Transitional Kindergarten Learning Foundations

## Course Requirements and Instructional Methods

**Lectures and Participation:** There will be in-class discussions in groups that involve the students using the knowledge, ideas and skills presented in class. This participation/assignment is completed during the 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.

**Read and Reflect Assignments:** Teachers are thinkers. The Read and Reflect assignments provide students with the opportunity to reflect on the ideas provided in reading assignments and communicate how the information will enhance their teaching skills.

**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 a video provided by the instructor and other observation assignments will be done at the Imperial Valley Child Development Center. For a total of 4 hours.

**Note:** To observe at the IVC Child Development Center, students are required to have up-to-date immunizations as required by the state of California. Students are required to make an appointment at the IVC School Health Center. 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.

**Environment Assignment:** The Environment is the "Third Teacher" in the classroom. Students are provided with the opportunity to learn strategies to evaluate the quality of the classroom learning 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 support provided by teachers that has contributed to children's social, developmental, and academic achievement.

**Final Exam:** The Final Exam 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

See below.

### Course Policies

See the following bellow.

### Attendance

A student who fails to attend the first meeting of a class or does not complete the first mandatory activities 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 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 (Artificial Intelligence)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance 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.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

## 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:** 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.
- **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

### Spring 2025 Course Schedule

#### Week 1: February 10<sup>th</sup>

Welcome!

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

Assignments due Sunday by 11:59pm

DUE

PTS

Submit Weekly Lecture Notes	2/16	5
<b>READ this week:</b> <i>Really Seeing Children</i> ; Introduction and p. 6-20 <i>Really Seeing Children</i> : p. 21-42 <i>Come to class ready to discuss the ideas in the assigned reading.</i>		
Assignment: <i>Building Community – Introduce Yourself</i> written in class, handed to teacher	2/16	5
Read and Reflect 1: <i>Implicit Bias Test and Reflection</i>	2/18 Tuesday	20

<b>Week 2: February 18<sup>th</sup> (February 17<sup>th</sup> No classes)</b> Seeing Children's Strengths <ul style="list-style-type: none"> <li>Why observe? The Benefits of Observing Young Children</li> <li>Children: Think &amp; Learn Like Scientists Seeing Children's Ideas</li> <li>Using Observation to Building Relationships</li> </ul>		
<b>Assignments due Sunday by 11:59pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	8/23	5
<b>READ this week:</b> <i>The Power of Observation</i> : Chapter 1		
Write: <b>Why</b> <i>Preschool Teachers Observe and Record Behavior</i>	8/23	20
Read & Reflect 2 - <i>Reflection on Textbook Reading</i>	8/23	10
<b>Observation Assignments – REQUIREMENTS: SEE CANVAS</b>		
<b>Week 3: February 24<sup>th</sup></b> You, the Teacher, as Observer <ul style="list-style-type: none"> <li>Learning to Listen &amp; Look</li> </ul>		
<b>Assignments due Sunday by 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	3/2	5
<b>READ this week:</b> <i>The Power of Observation</i> : Chapter 2		
<i>DRAFT Review: Identifying Objective Observations of Young Children's Behavior (optional due Saturday, 3/2)</i>	3/2	v
<i>Identifying Objective Observations of Young Children's Behavior</i>	3/2	20
Read & Reflect 3 - <i>Reflection on Textbook Reading</i>	3/2	10

<b>Week 4: March 3<sup>rd</sup></b> You, the Teacher, as an Observer <ul style="list-style-type: none"> <li>Writing Objective Observations</li> </ul>		
<b>Assignments due Sunday by 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	3/9	5
<b>READ this week:</b>		

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

<b><i>DRAFT Review: Learning to Write Objective Observations of Children's Behavior (optional due Saturday, 3/9)</i></b>		√
<b><i>Learning to Write Objective Observations of Children's Behavior</i></b>	3/9	20
<b><i>Read &amp; Reflect 4 - Reflection on Textbook Reading</i></b>	3/9	10

**Week 5: March 10<sup>th</sup>**

Types of Evidence

- What is Typical Development in All Domains?
- How to Observe and Record During Interactions with Children

<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	3/16	5
<b>READ this week:</b>		
<b><i>The Power of Observation: Chapter 4</i></b>		
<b><i>DRAFT Review: Labeling Children's Behaviors by Domain and Development Skill (optional)</i></b>		√
<b><i>Assignment: Labeling Children's Behaviors by Domain and Development Skill</i></b>	3/16	20
<b><i>Read &amp; Reflect 5 - Reflection on Textbook Reading</i></b>	3/16	10

**Week 6: March 17<sup>th</sup>**

Developing the Skill of Interpretation of Children's Observed Behavior

<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	3/23	5
<b>READ this week:</b>		
Articles Provided		
<b><i>DRAFT Review: Identifying Objective Observations and Interpretations of Learning Statements (optional due Saturday, 3/23)</i></b>	3/23	√
<b><i>Identifying Objective Observations and Interpretations of Learning Statements</i></b>	3/23	20

**Week 7: March 24<sup>th</sup>**

Developing the Skill of Interpretation of Children's Observed Behavior

<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	3/30	5
<b>READ this week:</b>		
<b><i>Really Seeing Children</i>, p. 44-64</b>		
<b><i>DRAFT Review: Writing Interpretations – Writing Objective Observations (optional due Saturday, 4/6)</i></b>	3/30	√
<b><i>Writing Interpretations – Writing Objective Observations</i></b>	3/30	20
<b><i>Read &amp; Reflect 6 – Reflection on Articles</i></b>	3/30	10

**Week 8: March 31<sup>st</sup>**

**Guidelines for Effective Observation: What is Evidence?**

- Techniques/Strategies for Observing Young Children
- How to Collect Evidence of Children's Learning and Development

<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	4/6	5
<b>READ this week:</b> <i>Power of Observation, Chapter 5</i>		
<i>Read &amp; Reflect 7 - Reflection on Textbook Reading</i>	4/6	10

**Week 9: April 7<sup>th</sup>**

Observing Toddlers

<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	4/13	5
<b>READ this week:</b> <i>Really Seeing Children, p. 64-86</i>		
<i>Observation &amp; Interpretation – Toddler/ Two's Observation</i>	TBD	30
<i>Read &amp; Reflect 8 - Reflection on Textbook Reading</i>	4/13	10

**Week 10: April 14<sup>th</sup>**

Observing Preschoolers

<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	4/20	5
<b>READ this week:</b> <i>Really Seeing Children, p. 88-102</i>		
<i>Observation &amp; Interpretation – Preschoolers</i>	TBD	50
<i>Read &amp; Reflect 9: Reflection on Articles</i>	4/20	10

Spring Break April 20-26 (Campus Closed)

**Week 11: April 28<sup>th</sup>**

Authentic Assessment Tools

- DRDP
- Documentation: Making Learning Visible

<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	5/4	5
<b>READ this week:</b> <i>Really Seeing Children, p. 104-136</i>		
<i>Read and Reflect 10</i>	5/4	10
<i>Complete at least all 4 or at least 2 hours of observation at the center. Make sure to finish all 4.</i>	5/4	50 total



<b>Week 12: May 5<sup>th</sup></b> Using Observation/Assessment as a Basis for Planning		
<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	5/11	5
<b>READ this week:</b> <i>Power of Observation, Chapters 6 &amp; 7</i>		
<i>Assignment: Curriculum Planning Based on Observation</i>	5/11	20

<b>Week 13: May 12<sup>th</sup></b> Ways Preschool Teachers USE Classroom-Based Assessment to <b>ENHANCE PARTNERSHIPS with FAMILIES</b>		
<ul style="list-style-type: none"> <li>Documentation: Creating a Child Portfolio</li> <li>Sharing Information with Families: Child Portfolio</li> </ul>		
<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	5/18	5
<b>READ this week:</b> <i>Really Seeing Children, p.138-150</i>		
<i>Creating a Child Portfolio/Documentation Page Assignment</i>	5/18	20

<b>Week 14: May 19<sup>th</sup></b> Environment -Observation and Assessment		
<ul style="list-style-type: none"> <li>ECERS</li> <li>ROSIE</li> <li>CLASS Environment</li> </ul>		
<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	5/25	5
<b>Read this week:</b> Articles Provided		
<i>Complete all IVC Child Development Center in person observations and complete Preschool and Infant Toddler assignments. Prepare for the final Exam</i>	5/25	TBD

<b>Week 15: May 27<sup>th</sup> (No class Monday, May 26<sup>th</sup>)</b> Observation: Professional Development		
<ul style="list-style-type: none"> <li>CLASS – an Observation Tool to Support Teacher Professional Development</li> <li>Review for Final Exam</li> </ul>		
<b>Assignments due Sunday at 11:59 pm</b>	<b>DUE</b>	<b>PTS</b>
Submit Weekly Lecture Notes	6/2	5
<i>CLASS Observation Assignment</i>	6/2	20

<b>Week 16:</b> Final Exam in Class on Tuesday, June 3 <sup>rd</sup>		
<ul style="list-style-type: none"> <li>Schedule a Zoom or in-person appointment with me if you have any questions</li> </ul>		



## Important Dates

NO Class Campus Closed on:  
February 14<sup>th</sup>, February 17<sup>th</sup> and May 26<sup>th</sup>

April 20-April 26 Spring Break (Campus CLOSED)

Final Due by Tuesday, June 3<sup>rd</sup>

## GRADING

Total points possible: 505

<b>A</b>	505-454
<b>B</b>	453-404
<b>C</b>	403-353
<b>D</b>	352-303
<b>F</b>	302-lower

## Track of Your Points

Required Assignments & Tests	Value	Your Score
Lecture & Submitted Lecture Notes (5 pts./ weekly)	75	
Building Community – Introduce Yourself	5	
Implicit Bias Test Reflection	20	
Read & Reflect Assignments (10@10pts)	100	
Why Preschool Teachers Observe and Record Behavior	20	
Identifying Objective Observations of Young Children's Behavior	20	
Learning to Write Objective Observations of Children's Behavior	20	
Labeling children's Behaviors by Domain and Developmental Skill	20	
Identifying Objective Observations and Interpretations of Learning Statements	20	
Writing Interpretations – Writing Objective Observations	20	
Observation & Interpretation: Toddler/Two's (1 video)	20	
Observation & Interpretation: Preschoolers ( 4 hours)	50	



Curriculum Planning Based on Observation	20	
Child Portfolio/Documentation Assignment	20	
CLASS Assignment	20	
FINAL	50	
Total points	500	

\*You can also view your total points in CANVAS, learn to navigate this or ask me.

\* Weekly notes and Assignments are due every Sunday at 11:59 PM.

\* -5% points lost per day the assignment is late. See me if you have an extenuating circumstance.

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