

Basic Course Information

Semester	Fall 2014	Instructor Name	Becky Green
Course Title & #	Observation and assessment	Email	Becky.green@imperial.edu
CRN #	10297	Webpage (optional)	
Room	202	Office	2200
Class Dates	Aug 18, 2014-Dec. 13, 2014	Office Hours	
Class Days	Th	Office Phone #	760-355-6232
Class Times	0630-0940	Office contact if student will be out or emergency	Lency Lucas 760-355-6232
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

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.
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* (6th/e). New York Wadsworth Publishing. ISBN: 978-1418073787

Nilsen, Barbara Ann (2010). *Week by Week Plans for Documenting Children's Development* (5th/e). Wadsworth, Cengage Learning ISBN: 978-0-495-81317-0

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.
- 12 hours of lab per week will be scheduled and students must follow that schedule. 160 hours of lab must be completed.

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.
- 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.
- When working in the lab : All students working in the labs are expected to behave in a professional manner and use appropriate language around children. Clothing must be suitable for working with children. No high heels or flip flops (dangerous for children and students). Students will be given a handbook and all policies of the Preschool and Infant center labs must be followed.

Academic Honesty

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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 School 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) use of a commercial term paper service

Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.
- Lending Library: The Child Development Department has a lending library funded through CDTC. Students can check out text books (based on availability), DVDs, children's music, children's literature, and other materials needed for child development assignments.
- CDTC: Help applying for your permit can be obtained in the Preschool Lab office.

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 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

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.

Additional Assignments may be added or assignments may be changed throughout the course as needed.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/21/14	Syllabus & Introduction Assignment- Observation - Refrigerator	August 28
Week 2 8/28/2014	Why Observation is important? Ethics of documentation Assignment Due – Students will discuss Blackboard: Examine NAEYC Ethical Conduct Paper and discuss question posed. General Guidelines for Observing Children	Web quest and discussion due by 9/4/2014
Week 3 9/4/2014	Growth and Development Exploring a Child’s World Methods, Behavior, Plans and Context Formal and Informal Observation	
Week 4 9/11/2014	Anecdotal Recordings Narrative Descriptions Running Record	Anecdotal Observation due 9/18/2014
Week 5 9/18/2014	Temperament	In class group activity
Week 6 9/25/2014	Checklist Time Sampling Event Sampling	Observation assignment due 10/9/2014
Week 7 10/2/2014	Ages and Stages Questionnaire	In class activity
Week 8 10/9/2014	DRDP DRDP Assignment	Assignment due 10/30/2014
Week 9 10/16/2014	Documentation Documentation Panel Assignment	Assignment due 10/30/2014
Week 10 10/23/2014	Observation and Assessment: Cycle	
Week 11 10/30/2014	Child Portfolio Portfolio assignment	Due 11/20/2014
Week 12 11/6/2014	Reflective Practices	Self -Reflection due 11/13/2014
Week 13 11/13/2014	Observing the Different Ages	

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Week 14 11/20/2014	Using Your Assessments and Documentation	
Week 15 12/4/2014	Looking at the Group and the Individual	
Week 16 12/11/2014	Final	