



Basic Course Information

Semester:	SPRING 2023	Instructor Name:	Mary Courtney
Course Title & #:	CDEV 106: Observation & Assessment	Email:	mary.courtney@imperial.edu
CRN #:	20905	Webpage (optional):	
Classroom:	ZOOM & Online	Office #:	
Class Dates:	2/14/2023-6/6/2022	Office Hours:	
Class Days:	Tuesday(ZOOM)	Office Phone #:	
Class Times:	6:00-9:10pm	Emergency Contact:	
Units:	3	Class Format:	ZOOM & Online

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

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.

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 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.

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

TOTAL POSSIBLE POINTS FOR COMPLETED COURSE	435
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FINAL GRADING

A	435-391
B	390-348
C	347-304
D	303-261
F	260-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	
How to Find Feedback in CANVAS	5	
<i>Read & Reflect Assignments (10@10pts)</i>	100	
<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 & Interpretation: Infants/Toddlers</i>	20	
<i>Observation & Interpretation: Preschoolers</i>	20	
<i>ECERS Assignment</i>	30	
<i>Observation & and Planning Assignment</i>	30	
<i>CLASS Assignment</i>	20	
Child Portfolio/Documentation Assignment	30	
FINAL	50	
Total points	435	

Final Grade:

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



CDEV 106: Observation & Assessment

SPRING 2023 (20905)
Tuesday ZOOM & Online

CALENDAR

**ASSIGNMENTS are DUE at the beginning of the class period –
6:00pm on the date due.**

**Week 1: February 14th
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:

	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
What Is "Studio?"	2/21	5
<i>Assignment: How to Be Successful in CDEV 106</i>	2/21	5
<i>How to Upload Assignments in CANVAS</i>	2/21	5
<i>Read & Reflect 1</i>	2/21	10

Week 2: February 21st

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
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Why Preschool Teachers Observe and Record Behavior</i>	2/28	10
<i>Read & Reflect 2</i>	2/28	10

Week 3: February 28th

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
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Writing Objective Observations – Practice 1</i>	3/7	10
<i>Read & Reflect 3</i>	3/7	10

Week 4: : March 7th

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

TOPICS: Guidelines for Effective Observation: What is Evidence?

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

READ: *The Power of Observation: Chapter 4*

Assignments

	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Writing Objective Observations – Practice 2</i>	3/14	10
<i>Read & Reflect 4</i>	3/14	10

Week 5: March 14th

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

TOPICS: Types of Evidence

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

READ: *The Power of Observation: Chapter 5*

Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Identifying Typical Development</i>	3/21	10
<i>Read & Reflect 5</i>	3/21	10

Week 6: March 21st
ZOOM Class Meeting, Tuesday, 6:00-9:10pm

TOPICS: Authentic Assessment Tools

- *DRDP
- *Child Portfolios

READ: Articles Provided

Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Read & Reflect 6</i>	3/28	10

Week 7: March 28th
ZOOM Class Meeting, Tuesday, 6:00-9:10pm

TOPIC: Observing Infants and Toddlers

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

Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Observation & Interpretation: Infants/Toddlers</i>	4/4	20
<i>Read & Reflect 7</i>	4/4	10

Week 8: April 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

Read & Reflect 8

DUE

PTS

ZOOM

5

4/18

30

4/18

10

SPRING BREAK: April 11th – NO CLASS

Week 9: April 18th
ZOOM Class Meeting, Tuesday, 6:00-9:10pm

TOPICS: Looking Closely at the Environment to Support Children's Learning

*ECERS -Early Childhood Environment Rating Scale

READ: *Really Seeing Children*, p. 88-102

Assignments

ZOOM Lecture & In-Class Activity

ECERS Assignment

DUE

PTS

ZOOM

5

4/25

30

Week 10: April 25th
ZOOM Class Meeting, Tuesday, 6:00-9:10pm

TOPICS: Using Observation/Assessment as a Basis for Planning		
READ: Articles provided		
Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Observation and Planning Assignment</i>	5/2	30

Week 11: May 2nd
ZOOM Class Meeting, Tuesday, 6:00-9:10pm

TOPICS: Documentation: Making Learning Visible		
READ: <i>Really Seeing Children, p. 104-136</i>		
Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Read & Reflect 9</i>	5/9	10

Week 12: May 9th
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>	5/16	30

Week 13: May 16th

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

TOPICS: What are Some Ways Preschool Teachers USE Classroom -Based Assessment to **ENHANCE PARTNERSHIPS with FAMILIES**

*Sharing Information with Families: Child Portfolio

Read:

Articles Provided

Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>Read & Reflect 10</i>	5/23	10

Week 14: May 23rd

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

TOPICS: Observation: Professional Development

*CLASS – an Observation Tool to Support Teacher Professional Development



READ: Articles Provided		
Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5
<i>CLASS Observation Assignment</i>	5/30	20

Week 15: May 30th
ZOOM Class Meeting, Tuesday, 6:00-9:10pm

TOPICS: Teacher as Decision Maker: Making Time for Observation and Assessment		
READ: Articles Provided		
Assignments	DUE	PTS
ZOOM Lecture & In-Class Activity	ZOOM	5

Final Due by Tuesday, June 6th, 11:55pm

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