



Basic Course Information

Semester:	Spring 2024	Instructor Name:	Dr. K
Course Title & #:	CDEV 106: Observation & Assessment	Email:	rebecca.laff@imperial.edu
CRN #:	21067	Webpage (optional):	
Classroom:	205	Office #:	203 C
Class Dates:	Feb 12, 2024 - June 7, 2024	Office Hours:	MW 8am-9am TTH 11am-12pm
Class Days:	TTh	Office Phone #:	(760) 355-6233
Class Times:	1 pm – 2:25 pm	Emergency Contact:	Alexiss Castorena (760) 355-6232
Units:	3	Class Format:	Face to Face

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>
- OER: Authors: Gina Peterson and Emily Elam Title: Observation and Assessment in Early Childhood Education <https://drive.google.com/file/d/1L18frNwFM6HM--rPU32fxkNKG9cwhCH5/view> © 2020, California Community Colleges, Chancellor's Office. Except where otherwise noted, the content in this book is licensed under a Creative Commons Attribution 4.0 International License.

Course Grading

You will complete reading reflections based on the chapters and engage with your classmates in discussions based on the reading. There are section quizzes and papers assigned as well. All assignments are listed in the course schedule and instructions and rubrics are available in Canvas.

THIS SYLLABUS IS A WORKING DOCUMENT AND IS SUBJECT TO CHANGE

Where do I earn my points?

- Discussion Questions for Reflection (10pts ea.) 180
- Observations (20-35pts each) 335
- Model Notes (10pts ea.) 150
- DRDP Response 25
- Checklist 20
- DRDP 50
- Family Conference Plan 100
- Final Response 60
- Course Survey 12

Total Possible Points 932

Grading scale is as follows:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F



IMPERIAL VALLEY COLLEGE

Attendance

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity 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.
- 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 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.

Other Course Information

THE MANY FORMS OF SUCCESS

While most students have a desire to see a certain grade on their transcripts at the end of the course, it's important to note that success happens in many ways. Success happens when we are the first in our families to go to college because we represent ourselves and our families. Success happens when we create new identities for ourselves – those that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at risk, or that we are incapable of online classes. Success happens every time we notice a classmate who needs an advocate or a friend, and we act on their behalf through support, encouragement, and kindness. Recognize what success means to you and celebrate your efforts and accomplishments (even when others don't).

WHAT YOU CAN EXPECT FROM ME

- To create a collaborative environment in which the learning of the group can thrive.
- To respect your time by having a purpose for all content and work within the course
- To be as transparent about the purpose of the work being completed as possible.
- To be clear with expectations and directions. But know, some work may be very open-ended, without one "right" way.
- To be approachable, respectful, open-minded, and willing to be called out on my mistakes (I am human and do make mistakes).
- To help you develop a plan for your success if you are struggling.
- To grade your work in a timely manner (within the next module, unless otherwise stated).
- To provide constructive feedback and be willing to explain how you earned your points for the class.

- To protect our learning environment by responding to any disrespect or inappropriate behavior or reports of such behavior.

MY EXPECTATIONS OF YOU

BE RESPONSIBLE

Please be responsible for your learning and success by:

- Logging in each week.
- Working through the content and assigned work before the due dates.
- Reaching out to each other and me as needed. If you fall behind, it may be very difficult for you to catch up, and you may not be able to earn enough points to pass the class.

COMMIT YOUR TIME AND EFFORT

Time management is going to be vital to your success in this class. Here are some tips:

- You might find building time to work on the course into your schedule useful.
- Complete and submit all work.
- Meet (or beat) deadlines and due dates.
- Procrastination is not your friend; don't wait until the last minute.

SEE ME AS A RESOURCE AND AS A SUPPORTER

I know that life happens and sometimes it can be difficult to balance it all.

- If you find yourself falling behind and missing deadlines for your work, reach out to me.
- Don't wait to get in contact with me (or your options may be very limited and have irreversible consequences).
- If the cause of your delays is temporary, you can create a plan to get back on track.
- You may have overextended yourself if you consistently find yourself without enough time (or energy) to complete your work.

USE THE TECHNOLOGY

In order to complete your work for this course, you will be using a variety of technologies

- Within Canvas (discussion boards, blogs, assignments, and quizzes).
- Google Docs/Slides/Forms (you do not have to create an account).
- Contributions you make to the course (through Discussion Boards, Google Docs, Google Slides, etc.) are not made available to anyone outside of our course. If you ever have concerns about sharing, please contact me directly.

CREATE A CULTURE OF RESPECT

This course must be a safe place to allow people to engage and share fully.

- Please be open-minded, respectful, and non-judgmental of diverse practices and views.
- If you need further guidance, refer to the Ground Rules or reach out to me.
- Please let me know immediately if you see or experience anything that is inappropriate, offensive, or confrontational.

BE A COURSE QUALITY ADVOCATE

- While I would prefer that my course be error-free and close to perfect, it won't be.
- Please contact me when you see an error or if something is not working correctly.
- If the first student who finds such a thing lets me know, it can be fixed before it affects anyone else.

YOUR PRESENCE MATTERS

The learning that takes place in this course is a group effort.

- Everyone must be responsible for their actions in the course and recognize their importance and impact on everyone's learning.
- The learning environment for everyone is negatively impacted when students are not participating.
- Your presence is important!

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 Course Schedule

Module	Subject	Assignments
Module 1	Why Do We Observe? Intentional Teaching	Reading Response Discussion Focus Child
Module 2	Purpose of Assessment, Recording Data & Biases	Reading Response Discussion Practice Observation
Module 3	Observing the Environment-Quality Counts- ECERS	Reading Response Discussion Practice Observation
Module 4	CLASS	Reading Response Discussion ASQ Observations
Module 5	CLASS	Reading Response Discussion Observations
Module 6	Frequency Counts & Checklists	Reading Response Discussion Observations
Module 7	DRDP DOMAINS: ATL-REG & SED	Reading Response Discussion Observations
Module 8	DRDP DOMAINS: Language & Literature/ ELD	Reading Response Discussion Observations
Module 9	DRDP DOMAINS: Cognitive (including Math & Science)	Reading Response Discussion Observations
Module 10	DRDP DOMAINS: Physical Development & Health	Reading Response Discussion Observations
Module 11	DRDP DOMAINS: History & Social Sciences	Reading Response Discussion Observations
Module 12	DRDP DOMAINS: Visual & Performing Arts	Reading Response Discussion Observations
Module 13	Learning Genie & Portfolio Building	Reading Response Discussion Observations
Module 14	Family Conferences & Activity	Family Conferences
Module 15	Tying up Loose Ends	Activity Plan
Module 16	Final	Final Project

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