Course Syllabus

Course: **CDEC 1323.200 ~ Observation and Assessment**
Semester: Spring 2015
Instructor: Stephanie Deering
Office: Reese Campus, Building 5, Room 512A
Office Hours: Monday & Wednesday 2:00-3:00
               Tuesday & Thursday   2:00-6:00
               Friday   By appointment
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"South Plains College improves each student's life.

GENERAL COURSE INFORMATION

Course Description

This course is a study of observation skills, assessment techniques, and documentation of children's behavior. Concurrent enrollment in CDEC 2167 Practicum-Child Care Provider/Assistant is required.

Learning Outcomes

*See attached NAEYC Associate Standards Students will:	NAEYC Standards	NAEYC Supportive Skills
Demonstrate an understanding of appropriate assessment skills	S3	SS3 SS4 SS5
Develop skills in observing, recording, and interpreting children's behavior		
Define and compare assessment tools		
Develop individual plans based on assessment		

Course Objectives

1. Define key terms related to observation and assessment. (F1)
2. Clarify importance of, and rationale for, observation and assessment of young children, including citation of professional standards. (C7, C15)
3. Describe components of "portfolio" assessment. (C5, C7)
4. List and explain observation and assessment tools appropriate for use with young children. (C6)
   a) Class log
   b) Anecdotal records
   c) Checklists
   d) Running records
   e) Frequency counts
   f) Conversations
   g) Time samples
   h) Standardized measures
   i) Rating scales
   j) Work samples
   k) Technology
5. Discuss issues related to use of observation and assessment tools, including: (F6)
   a) Advantages and disadvantages (C5)
   b) Pitfalls to avoid (F9)
   c) Time management (C1)
   d) Sharing information with children and families (C11, C14)
6. Match observation and assessment methods to developmental areas for which they are most appropriate. (F8)
7. Utilize a variety of observation and assessment tools to gather information about: (C5)
   a) An individual child
   b) A group of children
8. Amplify, analyze, and reflect on gathered data to:
   a) Document developmental progress (C5)
   b) Note typical and atypical behaviors (C7)
   c) Specify areas for intervention (F9)
   d) Plan curriculum (F8)
   e) Suggest modification for environments (C17)

9. Compile observation and assessment data on an individual child to form portfolio, including written summarization of child's skills in a variety of developmental areas. (F2, C6, C7)
10. Demonstrate appropriate communication methods for sharing portfolio with child's family. (F5, F6, F15)
11. Utilize technology to: (C3, C8, C18, C19)
    a) Access observation and assessment tools
    b) Record children's behaviors
    c) Organize assessment data
    d) Create assessment documents
12. Display professionalism and ethical behaviors by:
    a) Engaging in respectful interactions with children and adults (F15)
    b) Maintaining confidentiality (F17)
    c) Using assessment to positively influence children's development (F8)

Methods of Evaluation
1. Regular class attendance
2. Participation in class discussion and activities
3. Exams
4. Weekly written assignments
5. Key Assessment – Child Portfolio

Academic Integrity
It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.
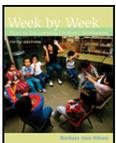
SCANS and Foundation Skills
Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

Verification of Workplace Competencies
- Each student will complete a portfolio assessment of an individual child; narrative summary to be placed in student's Professional Portfolio.

SPECIFIC COURSE REQUIREMENTS

Text and Materials
Nilsen, Barbara Ann (2010)
Week by Week: Plans for Documenting Children's Development, 5th Edition.
Delmar/Cengage Learning ISBN10: 0-495-81317-6, ISBN13: 978-0-495-81317-0

*3 ring binder for course notebook
*Expandable portfolio for student portfolio project

Attendance Policy

- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
- More than <u>three </u>absences from class may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
- Attendance records will be included in the computation of final class grades.
- Students are responsible for staying informed of all announcements concerning that are made during class periods, whether or not they are present when the announcement is made.
- Should excessive absences occur, students should consult with instructor, and consider formal withdrawal from the class in order to protect overall GPA.
- Final drop date for the college is **April 28, 2015.**

Assignment Policy

The student is responsible for reading and being prepared for each class. All written work is to be turned in on the due date. Late assignments will receive a deduction of 10% each week, up to two weeks. Assignments later than 2 weeks will not be accepted, unless specific arrangements have been made with the instructor.

Grading Policy

Grades for this class will be determined by the following criteria:

Attendance & Participation	150 points
Exams (2@150)	300 points
Weekly Assessments (12@25)	300 points
<u>Key Assessment Project</u>	<u>250 points</u>
	1000 points

900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F

*Students must earn
C or higher
for course
to be applied
to Child Development
degree or certificate.

Communication Policy

➡ Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

➡ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

➡ The CDEC program has a Facebook page at https://www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

Student Conduct

Students are expected to abide by standards of student conduct as defined in the SPC Student Guide. See last section of syllabus for signature page.

Special Requirements

- **Examination Policy --** Students must be present at the time a test is given, unless prior arrangements have been made with the instructor. No make-up tests will be given.
- **Cell Phones** – Cell phones are to be turned **OFF** during scheduled class periods, unless prior approval has been given by the instructor. **This includes text messaging**!
- **Notes / Missed classes** – Information, study guides, etc. should be obtained from classmates or from the instructor <u>before or after class</u>. Class time will not be used for make-up concerns.

I. Introduction
    A. Rationale for Assessment
    B. Portfolio Assessment
    C. Ethics and Confidentiality
II. Class List Log
    A. Description, Implementation, Documentation
    B. Application to Separation & School Adjustment
III. Anecdotal Recordings
    A. Description, Implementation, Documentation
    B. Application to Self-Care
IV. Checklists
    A. Description, Implementation, Documentation
    B. Application to Physical Development
V. Running Records
    A. Description, Implementation, Documentation
    B. Application to Social Development
VI. Frequency Counts
    A. Description, Implementation, Documentation
    B. Application to Emotional Development
VII. Conversations
    A. Description, Implementation, Documentation
    B. Application to Language and Speech
VIII. Time Samples
    A. Description, Implementation, Documentation
    B. Application to Attention Span
IX. Standardized Measurements
    A. Description, Implementation, Documentation
    B. Application to Cognitive Development
X. Rating Scales
    A. Description, Implementation, Documentation
    B. Application to Literacy
XI. Work Samples
    A. Description, Implementation, Documentation
    B. Application to Creativity
XII. Portfolio Assessment
    A. Compilation of Child Portfolio
    B. Conferencing with Families

ACCOMMODATIONS

Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information, visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

January 2015

SPC SOUTH PLAINS COLLEGE

I _____have received a copy of the South Plains College Student Guide**.** I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

_____   _____
Signature   Date

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking–organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility–exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.

F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty–chooses ethical courses of action.

National Association for the Education of Young Children
Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy
Supportive Skill #2: Mastering and applying foundational concepts from general education
Supportive Skill #3: Written and verbal communication skills
Supportive Skill #4: Making connections between prior knowledge/experience and new learning
Supportive Skill #5: Identifying and using professional resources