Course Syllabus

Course: **CDEC 1323-151 ~ Observation and Assessment**
Semester: Spring 2021
Instructor: Stephanie Deering
Office: Reese Campus, Building 5, Room 512A
Office Hours: Monday through Thursday   1:00-4:00 pm and by appointment
             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	NAEYC Standards
Students will:	
Demonstrate an understanding of appropriate assessment skills	
Develop skills in observing, recording, and interpreting children's behavior	S3
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

Textbook and Materials

Nilsen, Barbara Ann (2017)
Week by Week: Plans for Documenting Children's Development, 7th Edition.
Cengage Learning
ISBN13: 9781305501003

*3 ring binder for course notebook
*Notebook or file for student portfolio project

Attendance Policy

- Attendance and participation play a large part in determining final grades in this course.
- Online attendance and participation will be monitored through Blackboard.
- Face-to-face instruction [following COVID safety protocol] will be offered on Tuesday afternoons/evenings, but is not required attendance.

Assignment Policy

- All written work is due according to the course schedule in Blackboard.
- Late assignments will receive a deduction of 10% each week, up to two weeks.
- Assignments later than 2 weeks will NOT be accepted, unless arrangements have been made with instructor.

Grading Policy

Attendance & Participation	150 points
Exams (2@150)	300 points
Weekly Assignments (12@25)	300 points
Key Assessment Project	250 points
	1000 points

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

Students must earn a C or above for course to be applied to Child Development degree plan.

DROP Policy

- If a student finds that s/he cannot meet the requirements for successful completion of the course, s/he should contact the instructor ASAP.
- If a course drop is necessary to protect the student's GPA, it is the student's responsibility to follow through with that process.
- Final drop date for the college is **April 29, 2021.**

Communication Policy

- The majority of communication for this class should take place through Blackboard.
- If Bb is not functioning, SPC email may be used.
- Instructor will also provide office and cell phone numbers for student contact.

Student Conduct

Students are expected to abide by standards of conduct as defined in the SPC Student Guide.
See signature page at end of syllabus.

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

A. **Introduction**
1. Rationale for Assessment
2. Portfolio Assessment
3. Ethics and Confidentiality

B. **Class List Log**
1. Description, Implementation, Documentation
2. Application to Separation & School Adjustment

C. **Anecdotal Recordings**
1. Description, Implementation, Documentation
2. Application to Self-Care

D. **Checklists**
1. Description, Implementation, Documentation
2. Application to Physical Development

E. **Running Records**
1. Description, Implementation, Documentation
2. Application to Social Development

F. **Frequency Counts**
1. Description, Implementation, Documentation
2. Application to Emotional Development

G. **Conversations**
1. Description, Implementation, Documentation
2. Application to Language and Speech

H. **Time Samples**
1. Description, Implementation, Documentation
2. Application to Attention Span

I. **Standardized Measurements**
1. Description, Implementation, Documentation
2. Application to Cognitive Development

J. **Rating Scales**
1. Description, Implementation, Documentation
2. Application to Literacy

K. **Work Samples**
1. Description, Implementation, Documentation
2. Application to Creativity

L. **Portfolio Assessment**
1. Compilation of Child Portfolio
2. 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 Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations, you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

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 (NAEYC)
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

✓ I have read the syllabus and understand the requirements for CDEC 1323.

✓ I am familiar with the South Plains College Student Guide and agree to follow the guidelines as given.

Signature: _____ Date: _____