

1. Compare historic and currently used observation and assessment tools
2. Identify logistical challenges, biases, and preconceptions about observing and assessing children.
3. Apply basic qualitative and quantitative assessment techniques.
4. Apply knowledge of development to interpret observations and assessments.
5. Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
6. Demonstrate the ability to use observation and assessment in decision making for instruction, referral, and intervention.
7. Describe legal and ethical responsibilities in relationship to observation, documentation, and recordkeeping.

Course Information & Policies

1. Observation Requirement – This course requires students to complete several observations at a licensed child care program to complete the observation assignments. This may be completed at the on campus Child Development Center or other approved center.
2. All students who utilize a lab site must have an updated TB risk assessment (available with Health Services), required immunizations, and complete any required paperwork from the lab site prior the observation visit. If you have tested positive to TB, take your most recent chest x-rays to the Reedley College nurse for clearance.

Assignments/Requirements

Assignments will vary daily/weekly. This may include written work, individual and group activities, article reports, reading or assignments. Students are expected to attend class prepared to discuss/present assignments. Remember that your performance in class is directly related to how much time and effort you put into the class material. For every hour in class, expect you will estimate spending one to two hours studying outside of class.

- All **assignments are to be typed** unless otherwise specified by the instructor.
- All assignments must be **neat and clearly labeled with student name, date, title of the assignment, and class day/time.**
- Papers should be double - spaced, 12 point font, spell – checked, one inch margins in an easy to read font.
- Always **make a copy** of your work.
- Take responsibility to present completed, polished college level work on-time.
- All papers must be **corrected for proper punctuation, grammar and spelling.**
- Late assignments –**no late work will be accepted.**

Assignments:

1. Participation/In Class Activities – In class activities or short homework assignments may be

given throughout the course. The activities are designed to complete individually or in small groups. There are NO make-ups for in class activities. Examples of assignments include video or article reviews, class discussions, small group work, or research information. Each assignment will have a small point value. SLO #1 - #3 (5 – 10 points each = 100 points)

2. Observation Practice: Each week you will practice your observation and assessment skills through the discussion of specifically chosen video clips. Corresponding questions must be answered in a discussion board post on Canvas for each of the clips. Knowledge gained through the weekly readings must be demonstrated for full points. SLO # 1 – 3 (10 points each = 150)
3. ECERS – Completed Environmental rating tool with reflective paper. Students will complete this tool at Licensed Child Development Center. SLO # 1 (75 points)
4. DRDP – Parent Conference –This will be a multiple part assignment. You will create a script of a parent/teacher conference discussing the results your completed observation and DRDP SLO # 2 (150 points)
5. Quizzes - Four quizzes will be given in class. These include information from the text book, in class assignments, videos, observations, and articles provided. SLO # 1 - #3 (50 points each)

Grades:

	Possible Points	Total Points	Final Grade
Participation / Activities	100	585 - 675	A
Observation Practice (15 @ 10 pts)	150	495 - 584	B
DRDP Portfolio/Conference	150	405 - 494	C
Quizzes (4 @ 50 pts)	200	315 - 404	D
Environment Rating Scale	75	314 or below	F
TOTAL POINTS	675		

If a problem arises during the semester, please make an appointment with the instructor or come during office hours to discuss how we can best resolve the issue and help you achieve success in class. **Grades are confidential and will not be discussed in the classroom.**

Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor will comply with the requirements of the American's with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

All assignments completed in this course should contain college level writing which includes proper use of grammar, mechanics, style, as well as proper APA citing style where applicable. All outside classroom assignments are to be typed. Assignments turned in hand written will result in a score of zero.

The Writing Center offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information, call the Tutorial Center at 559-638-0358.

Classroom Expectations

- Please attend and actively participate in class discussions and activities.
 - Please conduct yourself, according to the Student Conduct Standards.
 - Please be respectful of fellow students and the instructor at all times.
 - Please arrive on time. Late arrival will not be tolerated.
 - Cheating and plagiarism will be cause for disciplinary action.
 - Please come to class prepared and ready for the day.
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- You are expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned materials prior to class is IMPORTANT. The goal is to build analytical skills. Be prepared to read and discuss information and its application in real-like settings.

Attendance

- If you are not present when roll is taken, you will be considered absent. Late arrival may be considered an absence. Three late arrivals equal one absence.
- If you miss more than three days the instructor *may* drop you.
- Dropping after the drop date will result in an “F” grade.
- It is the student’s responsibility to drop a class if they no longer intend to participate.

Late Policy

Life happens and occasionally arriving late is un-avoidable. One of the elements I strongly stress in this course is respect. Arriving late is a great opportunity to demonstrate respect. If you arrive late, choose a seat in the row closest to the door. **DO NOT CROSS IN FRONT OF THE LECTURE AREA.** Habitually arriving late reveals a deficiency in time management skills; as an instructor I feel one of my responsibilities is to help guide students in this skill set. After your second late arrival, you will need to make an appointment with me to map out some strategies to help build better time management. Failure to schedule a meeting results in the loss of 25 points.

Student Conduct and Cheating

- Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words or ideas into your own work, you must credit the sources cited. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated.
- No food or drink in the classroom at anytime except for water bottles.
- Cell phone usage (calls, text messaging) is NOT allowed during class time. Cell phones must be put away in backpacks or purses and turned to “OFF”. You may not use cell phone to take notes.
- Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

Canvas

Information about this course, and resources for it, will be available on Canvas. Canvas is available at through the main Reedley College home page. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Journal entries will be utilized through Canvas. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Canvas or for emails. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlined by this syllabus.
3. the student’s understanding that the course schedule outline in this syllabus, except assignment due dates, is subject to change without notification to the student.
4. the student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

** The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

Important Dates

January 8	Instruction Begins
January 15	Campus Closed – MLK Day
January 19	Last day to drop class – full refund
January 26	Last day to drop class without a “W”
February 16-19	Campus Closed – Lincoln/Washington
March 26-30	Spring Break
May 14-18	Final Week
May 18	End of the Semester/Commencement

Child Development 20

Spring 2018 Course Assignments

Week	Dates	Weekly Topic	Assignments
Week 1	Jan. 8 Jan. 12	Getting acquainted, course overview Review of all assignments What is observation	Purchase Text Books, Syllabus Speed Dating Read: Chapter 1
Week 2	Jan. 15 Jan. 19	Overview of Assessment Assessment Issues and Trends	Canvas: Explore and complete Orientation Observation Practice # 1 - Due 1/17
Week 3	Jan. 22 Jan. 26	How Children Should Be Assessed The Assessment Process	Canvas: OP Discussion Post # 1 Observation Practice # 2 - Due 1/24
Week 4	Jan. 29 Feb. 2	Setting up the Space – Assessing the environment	Canvas: OP Discussion Post # 2 Observation Practice # 3 - Due 1/31 Quiz #1 – Due 1/31
Week 5	Feb. 5 Feb. 9	ECERS & ITERS Reliability and Validity	Canvas: OP Discussion Post # 3 Observation Practice # 5 - Due 2/7 Review ERS – ECRS, ITRS etc.
Week 6	Feb. 12 Feb. 16	Assessing young children – Data Collection – Subjective v. Objective Information	Canvas: OP Discussion Post # 4 Observation Practice # 6 - Due 2/14
Week 7	Feb. 19 Feb. 23	Data Collection Practice ASQ Introduction	Canvas: OP Discussion Post # 5 Observation Practice to # 7 - Due 2/21 Read: Chapter 2
Week 8	Feb. 26 March 2	ASQ and Parent Involvement	Canvas: OP Discussion Post # 6 Observation Practice # 8 - Due 2/28 Read: Chapter 5 Quiz #2 - Due 2/28
Week 9	March 5 March 9	Naturalistic Assessments - DRDP Overview and Implementation	Canvas: OP Discussion Post # 7 Observation Practice # 9 - Due 3/7 ERS Due on 3/6 – in class Read: Chapter 4
Week 10	Mar. 12 Mar. 16	DRDP – Continued Intro to DRDP Portfolio Assignment	Canvas: OP Discussion Post # 8 Observation Practice #10 – Due 3/14 Read: Chapter 7
Week 11	Mar. 19 Mar. 23	Performance Based Assessments The role of Documentation	Canvas: OP Discussion Post # 9 Observation Practice # 11 - Due 3/21 Read: Chapter 6
Week 12	Mar. 26 Mar. 30	Child with Special Needs Tools SPRING BREAK – No Class	Canvas: OP Discussion Post # 10 Read: Chapter 3
Week 13	Apr. 2 Apr. 6	Connecting Data to the CA Preschool Learning Foundations and Framework	Canvas: OP Discussion Post # 11 Observation Practice # 12 - Due 4/4 Read: Chapter 5
Week 14	Apr. 9 Apr. 13	Portfolio Assessment In CLASS Portfolio Work Day	Canvas: OP Discussion Post # 12 Observation Practice # 13 - Due 4/11 Quiz # 3 – Due 4/11
Week 15	Apr. 16 Apr. 20	Sharing Information with Families	Canvas: OP Discussion Post # 13 Observation Practice # 14 - Due 4/18
Week 16	Apr. 23 Apr. 27	CLASS – Assessing Yourself (and other teachers)!	Canvas: OP Discussion Post # 14 Observation Practice # 15 - Due 4/25 DRDP Parent Conference – Due Dec. 1

Week 17	Apr. 30 May 4	QRIS and the Real World	Canvas: OP Discussion Post # 15 Quiz # 4 - Due 5/2
Week 18	May 7 May 11	Final Class Meet up - Guest Speaker	<i>Final will be on Tuesday, May 15</i>