*“Excuses are tools of incompetence used to build monuments of nothingness. Those who use them seldom amount to anything”*

**Child Development 20**

Observation and Assessment: 8:00-9:15

Amanda.taintor@reedleycollege.edu 638-3641ext. 3152

OFFICE HOURS: M&W 10:00-11:00, T&TH 9:30-10:30

Virtual Office Hour Via Email and Blackboard Collaborate Fri. 9:00-10:00

\*\*If you need another meeting time contact me via email to set up an apt.\*\*

**Course Outcomes:**

* Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings
* Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children’s developmental, cultural and linguistic characteristics.
* Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children’s learning and development.
* Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies
* Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

**Required Text:**

1. Custom Text: Reedley Ahola Child Development FA13
ISBN: 9781285908731   (Stand Alone-no bundle)
You can purchase the full version of the text if you like, the custom version just does not include a few chapters that we will not be using.
2. Pianta, Paro & Hamre *Classroom Assessment Scoring System,* Brookes Publishing, US. 2008
3. Harms, Clifford &Cryer  *Early Childhood Environment Rating Scale Revised Edition (ECERS-R)*

Teachers College Press, 2005

Download the Preschool Desired Results at <http://www.wested.org/desiredresults/training/form_drdp.htm>

**Blackboard Companion Course:**

Blackboard is a **REQUIRED** component of this course. This course syllabus as well as all assignments and reading assignments will not be printed out but be available to you via blackboard. There will also be assingments that must be completed within the blackboard system. Course powerpoints presentations and discussion topics for any class meeting will also be available for your review. Blackboard will also be used to post reminders and notifications of class session cancelations. To visit Blackboard, simply click on the Bb link near the bottom of the Reedley College Web-page at [www.reedleycollege.edu](http://www.reedleycollege.edu). As a child development student you may access black board by using the Child Development resource room hours of operation will be posted on blackboard. You may also use the on campus computer center.

**Having Problems?**

 If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don’t understand about the material, please see me. There are a number of services available to assist Reedley College students in succeeding in their coursework. Please do not wait until the end of the semester if you are having difficulty.

**Class Policies and Procedures:**

*Attendance:*

 Learning through sharing and classroom activities is a VERY large part of this class. You will not pass this class if you do not attend regularly. Regular attendance is EXPECTED. If you stop coming to class after the deadline, you will get an "F." If you choose to be dropped from this course it is **YOUR** responsibility to notify the records office by the drop deadline. If you miss more than 2 consecutive class lectures within the first 4 weeks of class you MAY be dropped from the course. Late arrivals and early departures will have a negative effect on your grade.

**The statements below are taken directly from the Reedley College Catalog**

***Academic Dishonesty***

*Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur*

*serious consequences.*



***Cheating***

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from*

*another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or*

*failing to disclose research results completely.*

***Plagiarism***

*Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved,*

*or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range*

*from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on*

***Cheating/Plagiarism:* Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated**

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class whether you are present or not. It is NOT my responsibility to “fill you in” on what you missed. If you are absent you may come to my office hour and collect any handouts given during class. I will not bring extra handouts to class the next lecture. You need to get the phone number/email address of a fellow student(s) in order to get information in case of your absence.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone#/email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone#/email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Late Work***: All assignments must be turned in using the Turnitin link found on blackboard. If the assignment requires an in class turn in then the assignment is due at the **beginning** of class. If in class submitted assignments are turned in after the first 5 minutes of class they are considered **LATE** and will lose points. Assignments due using turnitin must be submitted by 11:55pm. Assignments will automatically lose 50% of the available points and must be turned in within 7 days after the due date.

**Submitting Assignments**: Most assignments must be submitted via blackboard in the course turnitin assignments section (if the assignment permits). NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!! YOU MAY NOT TURN ASSIGMENTS INTO THE CHILD DEVELOPMENT OFFICES!

***Missed Tests***: Inform the instructor as soon as you know you will miss a test day and arrangements will be made for you to take the test at another time. If you fail to inform the instructor before the test date, it will be too late for you to make up that test. Do not take this lightly. No excuses will be accepted.

***Retaining Returned Assignments***: Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.

***Accommodations for Students with Disabilities****:* 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 of the Rehabilitation Act, please contact me as soon as possible.

***Changing Syllabus Statement***: This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student’s decision to attend the class denotes acceptance of:

* This syllabus as a contract outlining the student’s responsibilities to complete all required assignments by the due dates
* The policy that late assignments will not be accepted
* The changing syllabus statement
* The expectations of this course as outlined in this syllabus
* That final grades are determined on the basis of accumulated points from required assignments
* The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

**Important Dates:**

**August 22 = Last day to drop a full term class for a refund**

**August 29= Last day to add a class**

**August 29 = Last day to drop without “W”**

**September 1= Labor day no classes**

**Oct 10=Last day drop with “W”**

**November 11= Veterans Day no classes**

**November 27-28=Thanksgiving Holiday**

|  |  |  |
| --- | --- | --- |
|  | **Total Points** | **Final Grade** |
|  |  (90-100%) | A |
|  |  (80-89%) | B |
|  |  (70-79%) | C |
|  |  (60-69%) | D |
|  |  (0-59%) | F |

**Assignments**

1. **Discussion Quotes** **(5 entries x 10pts) (50 points)**

In the blackboard tab titled Assignments you will find a folder labeled “Observation quotes”. . Answer each of the questions corresponding to the quote. The questions must be answered completely and with thought to receive full credit (6pts). As the semester progress I will be looking for your application of terms and concepts discussed in class. Not following the required format will result in the loss of points.  **Make sure to check course calendar for due dates on each discussion board post.** To answer the questions create an original thread within the forum. In addition to answering the questions you must respond to two classmates, each response is worth 2pts each.

1. **Questions to Consider (5 entries x 10 points) (50 points)**

In the blackboard tab titled Assignments you will find a folder labeled "Questions to consider". The question must be answered completely and with thought to concepts discussed in class and in your text book. Each question to consider must be from a different chapter.

1. **Quiz/Exam (225 points)**

 There will be 15 quizzes given each worth 15 pt. These quizzes are available to you using blackboard. Check course calendar for quiz due dates.

1. **In-Class Assignments (50 points)**

We will have many opportunities for in class participation during the semester. I will randomly award points for your participation in these assignments. If you are not in class you can’t participate which means you miss the points for that assignment.

1. **Observation and Assessment Homework Assignments** **(130 points)**

Through the course of the semester we will be discussing many different forms of observation, assessment and documentation. The assignments listed in the observation assessment homework provide opportunities to practice each of these assessment tools and practice your observation skills. More information can found on blackboard under the assignments tab. Make sure to read through the formatting requirements for each of the assignments.

1. **Assessment Tool** **(25 points)**

Find and evaluate an assessment tool. How would you use this assessment tool in a play based environment? Using what you learned in class and through the readings about assessments, you will need to TYPE a 1-2 page paper on the strengths and weaknesses of this tool and share your findings with the class. Your paper will be graded on grammar and appearance as well as information. More detailed requirements can be found on blackboard.

1. **ECERS**  **(50 points)**

 Based on what you learned in class, you will complete an entire ECERS on a preschool program of your choosing. You may use the center you are currently working in or schedule a time to do one at the Reedley College Child Development Center (this must be done at least two weeks in advance). You must contact the director of the center BEFORE you plan on doing an ECERS. The ECERS assignment will take 3 hours to complete.

1. **DRDP - Parent Conference**  **(50 points)**

Using the strategies discussed in class for an effective parent conference as well as information presented in the text you will need to type a script of a parent/teacher conference discussing the results of the provided DRDP. You will then need to read this script in front of the class. You can find the exact requirements for this assignment in blackboard under the assignments tab.

**Point Break Down and Tally Sheet**

**Assignments:** **Points Possible Points Earned**

Questions to Consider Total 50

Quote Discussion Total 50

In Class activities Total 60

Observation and Assessment Homework Assignments

 1).Self Help Skills 10 \_\_\_\_\_

 2).Physical Development 10 \_\_\_\_\_

 3).Social Interaction 10 \_\_\_\_\_

4).Observing Play 10 \_\_\_\_\_

 5).Emotional Development 10 \_\_\_\_\_

 6).Language Development 10 \_\_\_\_\_

 7).Cognitive Development 10

 7).Running Record 15 \_\_\_\_\_

 8) Frequency Count 15 \_\_\_\_\_

 9) Checklist 20 \_\_\_\_\_

 10) Rating Scale 20 \_\_\_\_\_

TOTAL Total 140 \_\_\_\_\_\_\_\_\_\_

ECERS Total 50 \_\_\_\_\_\_\_\_\_\_

DRDP Total 50 \_\_\_\_\_\_\_\_\_\_

Exams and Quizzes Total 225 \_\_\_\_\_\_\_\_\_

Analyzing an Assessment Tool Total 25 points \_\_\_\_\_\_\_\_\_\_

Total Points Possible =600 Total: 600 \_\_\_\_\_\_\_\_\_\_

*Tentative* Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week  | Dates | Topic(s) | Readings  | Assignments DUE |
| **1**  | **8/12** |  Syllabus/Class Expectations Introduction to class |  |  |
|  | **8/14** | Why we observePractice observations |  |  |
| **2** | **8/19** | Anecdotal Records |  |  |
|  | **8/21** | Anecdotal Records |  |  |
| **3** | **8/26** | Anecdotal Records  |  |  |
|  | **8/28** | Running Records  |  | Quote Discussion Entry #1 |
| **4** | **9/2** | Running records |  | QUIZ 1 DUE |
|  | **9/4** | Rating Scales |  | Self Help Skills |
| **5** | **9/9** | Rating Scales |  | Physical DevelopmentSocial Interaction  |
|  | **9/11** | Standardized Testing |  | Quote Discussion Entry #2 |
| **6** | **9/16** | Standardized testing |  | Observing PlayEmotional Development |
|  | **9/18** | Computer work day |  | Language DevelopmentCognitive Development |
| **7** | **9/23** | Checklists |  | Running RecordFrequency Count |
|  | **9/25** | Frequency counts |  | Quote Discussion Entry #3 |
| **8** | **9/30** | Standardized Testing |  | Rating Scale |
|  | **10/2** | Observation for Curriculum Planning |  | Checklist |
| **9** | **10/7** | Observation for Curriculum Planning  |  | Quote Discussion Entry #4 |
|  | **10/9** | WORK DAY-NO CLASS |  |  |
| **10** | **10/14** | Observation for Assessment |  | Quiz 2-7 due |
|  | **10/16** | Observation for Assessment |  |  |
| **11** | **10/21** | ECERS |   | Questions to Consider |
|  | **10/23** | ECERS |  |  |
| **12** | **10/28** | CLASS |  |  |
|  | **10/30** | CLASS |  | Quote Discussion Entry #5 |
| **13** | **11/4** | DRDP |  |  |
|  | **11/6** | DRDP |  |  |
| **14** | **11/11** | DRDP |  |  |
|  | **11/13** | Talking with Families |  |  |
| **15** | **11/18** | Talking with Families |  | ECERS DUE |
|  | **11/20** | DRDP Script |  |  |
| **16** | **11/25** | WORK DAY |  | Analyzing an Assessment Tool |
|  | **11/27** | NO CLASS |  | **DRDP Scripts DUE** |
| **17** | **12/4** | DRDP SCRIPT |  |  |
|  | **12/6** | DRDP SCRIPT |  |  |
| 18 | **`12/11** | FINALS WEEK |  | Quiz 8-15 |
|  |  |  |  |  |