

Reedley College
Child Development Department
CHDEV 20: Observation and Assessment
Spring 2019

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| Instructor: Karena Tuel, M.A.Ed. (ECE) | Section 57009 – 3 units |
| E-mail: In Box through Canvas | Tuesday 6:00PM – 8:50PM |
| See Homepage on Canvas | Classroom: CCI 205 |

Course Description:

This course focuses on the appropriate use of assessment and observation tools and strategies to document young children’s development and learning, emphasizing the use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals.

Prerequisites:

CHDEV 1
CHDEV 3
CHDEV 39

Required Textbooks and Materials:

- ✓ This is an ORE/ZTC course. This means there is no text book and all reading and information for this class will be available via Canvas.
- ✓ ECERS - Early Childhood Environmental Rating Scale Revised Edition (Harms) will be used in this course
 - A limited supply is available to check out from the RC Child Development Dept
- ✓ Regular use of CANVAS
- ✓ Regular use of RC email

Recommended Materials

(For writing assignments - not required, but highly recommended):

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- ✓ Evaluate the characteristics, strengths, limitations and applications of contemporary observation and assessment tools.
- ✓ Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions and curriculum.
- ✓ Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Student Learning Outcomes:

In the process of completing this course, students will:

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

Class Performance Expectations:

You will be 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, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor (me!) to gain the most from our time together. Reading the assigned materials prior to class is **IMPORTANT**. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

TB Clearance:

All students who utilize a lab site must have an updated TB test (available with Health_Services) and 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.

Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

Academic Success:

In order to succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

CANVAS:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at <http://reedleycollege.edu>. 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 instructor. 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. Please keep all returned assignments until your final grade has been posted at the end of the semester in the event that I make a recording error.

Please note that **ONLY** your RC email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this mean if your email is not sent through your Reedley College email, **I will not open it.** 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.

Attendance Policy:

Since important learning occurs in the classroom when we are engaged in discussions about course content, **any student who misses three (3) or more classes will be dropped from the course.** Roll will be taken at every class meeting either through a roll sheet or quick write at the beginning of class. When using the roll sheet, you must sign each time to be considered present for the entire class. Signing for a classmate is cheating and doing so puts you at risk for receiving a failing grade in the course. Attendance quick writes will last five minutes, beginning at the class start time (6:00PM). You must complete the quick write for your attendance to be counted.

Students who enroll late into the course (after the first 7 days) will not be able to make up any work already completed. 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.

Leaving Early & Arriving Late Policy:

As mentioned in the section above, roll will be taken at every class meeting either through a roll sheet or quick write at the beginning of class. As a college student who has enrolled in a class, you are aware well in advance the time that each class starts at the time you register. Therefore, being late or leaving early to/from class is **NOT EXCEPTABLE.** It is disrespectful to the learning environment of the classroom, your fellow classmates, and your instructor.

With that being said, the instructor understands that life happens. If an unexpected and unavoidable event occurs, causing you to be late, the instructor expects you to demonstrate respect upon your arrival. If you arrive late you must choose a seat in the row closest to the door, as to not disrupt the class. **DO NOT CROSS IN FRONT OF THE LECTURE AREA.** Doing so is disrespectful to me as your instructor as well as to your peers. In addition, if you know you will be late for class, please notify the instructor as soon as you know and demonstrate the same respect as mentioned above. After your second late arrival (regardless of reason), you will need

to make an appointment with the instructor to discuss your late arrivals and create an action plan to ensure it does not happen again. Excessive late arrivals may result in being dropped from the course.

Communication:

All course communications MUST come to me through the Canvas messaging system. I work a full-time job and teach other courses, because of this I receive a vast amount of emails each day. For this reason, I ask that you only contact me by Canvas In-Box. If you are uncertain or have questions about how to use any part of the Canvas system you must use the help guides. All communications will be answered within 24-48 hours. If, for some reason you have not heard from me within 48 hours, please send me a respectful, kind reminder. Please see the “Pages” tab on canvas for tips on emailing instructors.

Instructor Weekend and Evening Hours:

While I will do my best to respond to Canvas communications within 24-48 hours, I am unlikely to respond to communications after 6:00PM (Monday-Friday) and on weekends. I will not respond on holidays. I will check my Canvas communication daily (Monday-Friday). I encourage you to use the Canvas Q&A discussion boards and establish communication with classmates (exchange emails, phone numbers, etc.). Your classmates are a great resource!

Cell Phone Policy:

All cell phones are expected to be turned off at the beginning of each class session. Students **MAY NOT** use cell phones in class for any reason unless specified by the instructor of the course. If the instructor sees the students using their cell phone during class session, the instructor may deduct from in-class participation points. If a student is using a cell phone excessively during the class session, the student will be dismissed from that class meeting and will need to meet with the instructor before the next class session. If you need your phone on for extenuating circumstances, please discuss this with the instructor before class.

Participation and Accountability:

We have a lot to learn from each other, so individual contributions to large group discussions are encouraged and individual contributions to small groups are required. When not speaking to the class or a small group, participation includes alert and respectful attention to anyone speaking to the class or small group. Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a calm, respectful manner; it is never ok to disrespect or condescend another student or instructor for expressing his/her views. You, the student, are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is **your** responsibility to ask a classmate for notes and information. In class assignments and activities cannot be made up.

Late Assignments:

Turning assignments in on time is very important and enables the instructor to return graded assignments more quickly. **ONE** assignment per student will be accepted up to **ONE WEEK (7 days)** late. This does not include in class assignment, activities, or quick writes. This also does not include your final project.

Writing Expectations:

You will see in the various assignment guidelines on Canvas as well as in the Assessment Procedures below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, style, as well as following proper APA citing style where applicable. All outside assignments are to be typed; any assignment turned in hand written will result in a score of zero.

The Writing Center (Humanities Building Room 58) 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.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality really does matter; it matters here and it will matter in your profession. 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. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

Assessment Procedures:

As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an ‘A’ paper*, a ‘B’ paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics.

*Note that in these descriptions, “paper” is used to refer to all assignments written outside of class. Including projects and presentations etc.

- A A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.
- B A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the ‘A’ paper, yet still is indicative of a good

understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar, but is clear and coherent. All sections are complete.

- C A good paper that is adequate and addresses each aspect of each item in a satisfactory way. This paper, though, lacks the depth of understanding and synthesis that is evident in the 'A' and 'B' papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.
- D A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.
- F A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates understanding of course concepts. It is likely that there are serious problems with writing mechanics. There may be incomplete sections.

When computing final course grades at the end of the semester, issues such as participation and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B, have participated actively, and have turned in all assignments, you may be judged to have earned a B in the course.

Requirements for Assignments:

- ✓ Double spaced, 12 point easy to read font, no larger than 1 inch margins.
- ✓ Make sure all assignments are clearly labeled with your name and course title at the top right hand corner.
- ✓ All assignments are to be printed by the students and typed. Any assignment turned in not typed will result in a score of 0 and will not be eligible to be redone. (*Some assignments will be turned in through Turn-It In on Canvas*).
- ✓ I highly advise always making a copy and saving a copy of your work.
- ✓ Make sure to read **ALL OF THE INSTRUCTIONS** for a given assignment. You will lose a significant amount of points for failing to do this.

Honor Code:

As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or an F on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college's policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2016-2018, pg. 48.

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every 1 hour in class. Some students may need more outside study time and some less. For on campus tutoring, contact the Tutorial Center (Library Building LRC 111) a variety of services to help you succeed in college through more effective learning strategies are offered. For more information call the Tutorial Center at 559-638-0358.

Assignments:

In-Class Activities/Small Group Work/Quick Writes (100 points) SLO 1-3

Throughout the course of the semester opportunities for large and small group discussions, small group presentations, activities, reflections and responses to class material will be given. If you are unable to attend class, arrive late or leave early, you will miss these opportunities and not receive points. **These points cannot be made up.** In addition, many class sessions will begin with a 5-minute quick write question from the week's reading material. The quick write will begin at the start of class and will be

counted towards your attendance and participation points. You must be present for the quick write to receive credit. If you arrive to class after the quick write has begun, you will be counted as absent. The quick write will guide us into our class topic/discussion.

Weekly Quizzes (14 x 5 points = 70 points) SLOs: 1-3

There will be a total of 14 quizzes; one quiz per week. Each multiple choice quiz will be worth a total of 5 points. **These quizzes will begin on Week #1.** The content within the quiz relates to the week's topic and will pull from articles, lectures & notes. Make sure you are studying, reading each week, and participating in class. All quizzes are on Canvas. It is the student's responsibility to take the quizzes on time before the due dates, the course instructor will not remind students. All quizzes open on Tuesday after class and close on Sunday 11:59PM. **Quizzes will not be unlocked on Canvas after the due date – no exceptions. Quizzes cannot be made up.**

Observation Practice – Anecdotal & Running Records (4 x 5 + 2 x 10 = 40 points) SLO 1-3

Students will complete a minimum of four (4) anecdotal records and two (2) running records, identifying the DRDP measures observed in each record. This assignment will be completed outside of class and can be done on any child (your own child, a friend's child, child from RC lab school, random child at the grocery store, etc.). Students will get extensive practice with this in class before completing the assignment.

Midterm Project – ECERS (100 points) SLO 1

Each student will complete a section of the ECERS in a licensed early care and education program – RC lab school or other approved licensed program. Based on the findings from the scoresheet, students will create a Summary of Findings and Plan of Action providing information on how the classroom can be modified to enhance their ECERS score.

Parent-Teacher Conference Practice Assignment (40 points) SLO 2

Students will be given a profile for a fictional child and will develop a developmental progress report to share with the child's parent. The progress report will discuss the results of the fictional observations and DRDP results. In class, students will pair up with a classmate with a different child and do mock parent-teacher conferences.

DRDP Group Project (FINAL PROJECT) (200 points) SLO 1

15-20 minute presentation/activity implementation

For the final project, groups of three (3) to four (4) students will develop an activity that could be done with preschool aged children. The activity must include a minimum of five (5) DRDP measures from at least two (2) different DRDP domains. The group will also create a documentation panel to make the learning visible. For the final presentation, each group must: introduce and implement the activity with the class (whole class or small group of volunteers depending on the activity). During the activity implementation, students will take photos and anecdotal notes to use on their documentation panel. The following week, we will have a poster session walk-about, where groups will display and discuss their documentation panel. A comprehensive understanding of all topics discussed in the course is critical to your grade. More details regarding this project will be provided as it gets closer.

Grading:

| Assignments | Possible Points |
|---|------------------------|
| In-Class Activities/Small Group Work/Class Participation/Quick Writes | 100 |
| Weekly Quizzes | 70 |
| Observation Practice – Anecdotal & Running Records | 40 |
| Midterm Project – ECERS | 100 |
| Parent-Teacher Conference Practice Assignment | 40 |
| DRDP Group Project (FINAL PROJECT) | 200 |
| Total Points | 550 |

Grading Scale:

- 550 – 450 = A
- 449 – 350 = B
- 349 – 250 = C
- 249 – 150 = D
- 190 & below = F

Important Dates – Spring 2019:

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| January 14 th | Instruction Begins |
| January 21 st | Holiday – no classes |
| February 1 st | Last day for student add a class/Drop without a “W” |
| February 15-18 th | President’s Weekend |
| April 15 th -19 th | Spring Break |
| May 20-24 th | Finals Week (Check the Finals Schedule for your courses times) |

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 take this course denotes:

1. Acceptance of this syllabus.
2. Acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, including assignment dues dates, are subject to change. Students will be notified through Blackboard, email or in class of any changes.
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.

This syllabus and course calendar are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on Bb for announcements made while you were absent or with a classmate.