

**ECE-5-54024**  
**Observation and Assessment**  
**Spring 2023**

Instructor: Jenise Box

Class Time: Virtual Classroom

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Office: Virtual Office

Virtual Office Hours: Wednesday's 6:00pm-7:00pm & by Appointment via Zoom

Required Texts: Observation, Assessment and Participation in Early Childhood (Studinka,2020).

This is an Open Educational Resource (OER) Course. *All reading and information for this class will be available via Canvas.*

### **Course Advisory:**

Eligibility for English 1A or English 1AH. Online Sections of this course contain the additional advisory for eligibility for passing the college examination of computer familiarity or one of the approved courses outlined in the general education requirements for an associate's degree.

### **Course Prerequisites:**

Early Childhood Education 1, 2, and 3.

### **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

### **Course Outcomes:**

Upon completion of this course the student 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 are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to do these things lies with you, the student. In addition, the assessment of Student Learning Outcomes is done by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.

### **Course Objectives:**

During the course the student will:

- Compare historic and currently used observation and assessment tools.
- Identify logistical challenges, biases, and preconceptions about observing and assessing young 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.

### **Assignments:**

- Virtual In-Class Activities: Virtual In-class activities will be given throughout the course. Examples of assignments include videos/article reviews, class discussions, or research information. Each in-class activity assignment will have a small point value. SLO #1 - #3.
- Weekly Participation: You are expected to log in each week for this course and participate in discussions and complete any assigned materials. This counts towards your attendance for this course. SLO #1 - #3.
- Skills Practice: Provide opportunities to use working knowledge of from this course to refine observation and assessment skills, using video clips and various observation and assessment tools. SLO #1 - #3.
  - a. Minor Observation & Assessment Tools – Students will practice using tools, following instructors instructional/practice videos: anecdotal records, running records, time sampling, event sampling, frequency counts, checklist, and rating scales (SLO #1 & #2).
  - b. Ages and Stages Questionnaire (ASQ-3 & ASQ:SE-2) – Completed rating tool, using a mock created profile. Students will complete this tool online (SLO #1 -#3).
  - c. Classroom Assessment Scoring System (CLASS) – Will discuss the elements and working components of this tool, as well as the benefits it provides in the classrooms (SLO #1 - #3).
  - d. Environmental Rating Scale (ERS) – Complete a small portion of this environmental rating tool. Students will complete this tool online with an assisted video (SLO #1 & 2).
  - e. California Learning Foundations & Curriculum Frameworks – Students will practice creating classroom curriculum to lesson plans, as well as how it connects to the tool (SLO #1 & #2).
  - f. Desired Results Developmental Profile (DRDP) – Student will learn how to link documentation and observations to this tool (SLO #1 - #3).
- Connection Assignments: You will have an opportunity to connect and reflect on the weeks course content to real-life or real-life scenarios. These will vary between short essay prompts or assigned readings. SLO # 1 – 3.

## **Course Policies:**

### Classroom Expectations

- Students are expected to attend and actively participate in class discussions and activities. This includes virtual sections for this course.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Students are expected to be respectful of fellow students and the instructor at all times.
- Students are expected to arrive on time. Late arrival will not be tolerated.
- Cheating and plagiarism will be cause for disciplinary action.
- Students are expected to come to class prepared and ready for the day.
  - Active participation, even virtually, 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 crucial. 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.

### **Assignment 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. Before completing assignments, please keep in mind the following:

- 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 times new roman font, spell – checked one-inch margins in an easy-to-read font.
- Always save 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:
  - For this course, assignments are due (unless otherwise specified) every Monday by 11:59pm. Assignments are assigned well in advance and must be submitted on time; however, life happens and as a result the student may be unable to complete an assignment by the scheduled due date. For this reason, students are allowed to use 3 Late Assignment Passes during the semester, penalty free. If you know you will be unable to turn in your work by the due date, you must contact the instructor immediately so we can work out a reasonable due date. After using your three late assignments, I will no longer accept late work for any reason.
  - Lat passes may not be used on the final in this course, no excuses.

### **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 class are expected to have college level quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style where applicable. All outside classroom assignments are to be typed. Assignments turned in handwritten or in the form of photos will result in a score of zero.

- American Psychological Association (APA)
  - In this course you will be using American Psychological Association (APA) formatting for all assignments (unless otherwise specified). If you are unfamiliar with this type of formatting, I strongly suggest that you utilize campus resources to ensure academic success. Please see the “Campus Resources” section towards the end of the syllabus for additional information.

### **Communication Policy:**

It is important for instructors and students to maintain clear and concise communication throughout the duration of this course. This is especially true for online courses. In our course, you will have two options to communicate with me, depending on what your preference is:

- Canvas Messaging
  - If for any reason you need my assistance, you may contact me through Canvas Messaging system. I will be available to answer emails during the following days and times:
    - Email: Monday - Friday 8:00am-6:30pm
    - Virtual Office Hour: Wednesday’s 6:00pm-7:00pm via Zoom.
  - I do not usually respond to emails over the weekend or during holidays, so please make sure to get ahold of me on Friday before the end of day. Also, please allow a 24 to 48-hour turnaround time for emails. If for some reason I do not reply within this time frame, please send me another email!
- Zoom
  - Another way to contact me is through Zoom. If this method is easier or preferred, please contact me first to set up a day and time to meet privately one-on-one.
  - Once a week in this course, I will provide an Optional Classroom Zoom Meeting. What this means is I will be logged in for one hour and during this hour, you can log in and ask me questions about the course and get any additional help.
  - The Zoom link for our reoccurring optional meetings will be displayed on our course’s homepage.
- Please remember that if you are struggling and need help to reach out to me as soon as possible! I am more than willing to help you to the best of my ability. However, do not make the mistake of waiting until the end of the semester to get help from the instructor or other campus resources. Please refer to the “Campus Resources” section towards the end of the syllabus for more information.

## Attendance:

- Failing to log in each week is considered an absence for this course.
- If you fail to log in and complete the syllabus quiz for this course during the first week of instruction, you *may* be dropped by the instructor.
- If you miss more than three log ins' for Canvas (a consecutive three-week absence) 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.

## Student Conduct and Cheating:

*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 the severity and frequency of the incidents. For more information, contact the Vice President of Student Services' Office or the Vice President of Instruction's Office".*
- 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".*

## **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 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. If 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 the following:

- 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 statements.
- The expectations of this course as outlined in this syllabus
- That final grades are determined based on 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.

## **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. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

## **Campus Resources:**

- Writing Center
  - The Writing Center offers free writing assistance to students on campus. For more information on all they offer, call Writing Center Information at 638-3641

ext. 3619 or email [rcwritingcenter@reedleycollege.edu](mailto:rcwritingcenter@reedleycollege.edu). Learning to study more effectively will also help with writing.

- Tutorial Center
  - 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.
- Disabled Student Programs & Services (DSP&S)
  - The Disabled Student Programs & Services (DSP&S) is designed to provide accommodations, services, and support for students on campus with documented disabilities. For more information, please call the DSP&S office at (559) 638-0332.
- Reedley College Library
  - The campus library has many resources for students to use to ensure academic success. Throughout the semester the library will offer virtual workshops on subjects, such as how to avoid plagiarism and use MLA/APA formatting. If you would like more information, please email the library staff at [library@reedleycollege.edu](mailto:library@reedleycollege.edu).

### Additional Resources

- Owl Purdue Writing Lab
  - The Owl Purdue Writing Lab is a free online resource for students who need assistance with various writing, formatting, and citing styles. If at any point you are unsure of how to write using APA, organize references, or in-text citing, please visit the link provided: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

### Course Assignments

- Assignment details and instructions can be found attached to each assignment on our Canvas course.
- It should be noted that for the CLASS, ECERS, and DRDP Parent-Teacher Conference assignments, you will only be completing a small portion of the tool for this course.

Assignment	Assignment Amount	Total Points
Syllabus Quiz	1 at 15 Points	15
Student Snapshot	1 at 10 Points	10
Discussions	5 at 5 Points Each	25
Connections	4 at 15 Points	60
Attendance	1 Point Each Week	18
Skills Practice: Minor Tools	3 at 10 Points Each	30
Skills Practice: ASQ-3	1 at 20 Points	20
Skills Practice: ERS	1 at 30 Points	30
Skills Practice: Curriculum Planning	1 at 15 Points	15
Skills Practice: California Foundation & Frameworks	1 at 40 Points	45
Skills Practice: DRDP	1 at 50 Points	50
<b>Total Points Possible</b>		<b>318</b>

## Course Grade Matrix

- There is a total of 318 points that can be earned in this course. To earn a passing grade, you will need to have at least 225 points or more. Anything below 225 points is considered a failing grade.

Grade	Points Range	Percentage
A	288 - 318	90%-100%
B	255 - 287	80%-89%
C	225 - 254	70%-79%
D	193 - 224	60%-69%
F	0 - 192	0%-59%

## Grading Policy

Students in this course should be advised that their grade is earned based on the content of their course work, as well as if it is submitted in a timely manner. Students can access their grade at any time on Canvas by selecting the “Grades” button, located on the left-hand side of the course home page. It should also be noted that students’ grades will not be rounded up at the end of the semester.

## Important Dates for Spring 2023:

January 9 <sup>th</sup>	Monday	First Day of Instruction
January 9 <sup>th</sup> – March 10 <sup>th</sup>	Monday - Friday	Short-term classes, first nine weeks
January 16 <sup>th</sup>	Monday	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 20 <sup>th</sup>	Friday	Last day to drop a Fall 2022 full-term class for full refund
January 27 <sup>th</sup>	Friday	Last day to register for a Fall 2022 full-term class in person w/ authorization code and last day to drop a Fall 2022 full-term class to avoid a “W” in person.
February 17 <sup>th</sup>	Friday	Lincoln Day observance (no classes held; campus closed)
February 20 <sup>th</sup>	Monday	Washington Day observance (no classes held, campus closed)
March 10 <sup>th</sup>	Friday	Last Day to drop a full-term class (letter grades assigned after this date)
March 13 <sup>th</sup> – May 19 <sup>th</sup>	Monday - Friday	Short-Term classes, second nine weeks



April 3 <sup>rd</sup> – April 6 <sup>th</sup>	Monday - Thursday	Spring recess (no classes held, campus open)
April 7 <sup>th</sup>	Friday	Good Friday observance (no classes held; campus closed) (classes reconvene April 10)
May 15 <sup>th</sup> – 19 <sup>th</sup>	Monday - Friday	Fall 2022 final exams week
May 19 <sup>th</sup>	Friday	End of Fall 2022 semester/Commencement