

Reedley College
Child Development Department
ECE 5: Observation and Assessment
Fall 2024

Instructor: Karena Quesada (Tuel), M.A.Ed. (ECE)	Classroom: Center for Early Childhood Ed, 104 Lecture
E-mail: Canvas Inbox	Monday & Wednesday 11AM - 12:15PM
	Section 55025 – 3 units

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:

ECE 1, ECE 2, ECE 3

Required Textbooks and Materials:

- ✓ This is an ORE/ZTC course. This means all reading and information for this class will be available via Canvas. You DO NOT need to buy a textbook for this course.
- ✓ **REQUIRED:**
- ✓ Textbook: Observation, Assessment and Participation in Early Childhood (Studinka,2020)
- ✓ 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.

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

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. These are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading or watching 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 an 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 means 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.** Attendance 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 (11:00AM). 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 ACCEPTABLE.** It is disrespectful to the learning environment of the classroom, your fellow classmates, and your instructor.

With that being said, I understand that life happens. If an unexpected and unavoidable event occurs, causing you to be late, I expect 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 me 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 me 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 receive a vast number of emails each day. For this reason, I ask that you only contact me by Canvas Inbox. 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.

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 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 put away 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. I understand that you might have people who rely on you and you need to have your phone available in the event of an emergency. If you need your phone available 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. It also allows for your grade to be accurate and updated throughout the semester, so you know where you stand in the course. My policy for turning in late assignments is as follows:

- In-class assignments, activities, and Quick Writes cannot be made up.
- Quizzes cannot be turned in late. Once the quiz is closed, it does not re-open. No exceptions. For this reason, I suggest not waiting until the last minute to complete your quizzes.
- Weekly assignments cannot be turned in late. Once the due date has passed, the assignment will not be accepted.
 - However, I will accept ONE assignment per student up to ONE WEEK (7 days) late. This one late assignment will not lose points for being late. The assignments that count for this are the bi-weekly assignments #1-8. This does not include in-class assignments, activities, or Quick Writes. This also does not include your observations, midterm, or 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.

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 typed unless otherwise specified by the instructor. Any assignment turned in not typed will result in a score of 0 and the instructor will request it to be re-done. (Most 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:

- 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”.

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 (90 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 offered. 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.

Bi-weekly Quizzes (8 x 15 points = 120 points) SLOs: 1-3

There will be a total of 8 quizzes; one quiz every other week. Each quiz will be worth a total of 15 points. These quizzes will begin on Week #1. The content within the quiz relates to the week's topic and will pull from the provided textbook, articles, videos, module content, lectures, in-class discussions/activities, and course 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 Wednesday 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.

Bi-weekly Assignments (8 x 15 points = 120 points) SLOs: 1-3

There will be a total of 8 bi-weekly assignments; on every other week, alternating with quizzes. Each assignment will be worth a total of 15 points. The assignments will relate to the week's content and will require you to pull from the provided textbook, articles, videos, module content, lectures, in-class discussions/activities, and course notes. All assignments will have detailed instructions and a grading rubric. It is important to read and re-read all assignment instructions, as well as review the grading rubric carefully. Failure to follow instructions will lead to a low score. All assignments will be turned in via Canvas using the Turn-It In tool on Canvas.

In-Class Projects (2 x 30 = 60 points) SLO 1-3

Students will complete 2 in-class projects, each worth 30 points. The first provides practice with anecdotal and running records. The second provides practice with parent-teacher conferences. Both projects will be completed in-class and if missed, cannot be made-up.

Midterm Project – ECERS (50 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.

FINAL PROJECT (50 points) SLO 1

A comprehensive understanding of all topics discussed in the course is critical to your grade for the final project. 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	90
Bi-weekly Quizzes (8x15)	120
Bi-weekly Assignments (8x15)	120
Parent-Teacher Conference Practice Assignment (in-class)	30
Observation Practice – Anecdotal & Running Records (in-class)	30
Midterm Project – ECERS	50
FINAL PROJECT	50
Total Points	490

Grading Scale:

A	490 - 441
B	440 - 392
C	391 - 343
D	342 - 294
F	293 and below

Important Dates – Spring 2024:

January 8 th	Instruction Begins
January 15 th	Martin Luther King, Jr. Day observance
February 16 th	Lincoln Day observance
March 25-29 th	Spring Break
May 13-17 th	Finals Week (Check the Finals Schedule for your courses times)

<https://www.reedleycollege.edu/academics/academic-calendar.html>

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 Canvas, 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.

5. This syllabus and course calendar are subject to change. If you are absent from class, it is your responsibility to check on Canvas, with the instructor, or a classmate for announcements made while you were absent.