



Syllabus

 Mark Reviewed

COURSE SYLLABUS

EDU 601: Observation and Assessment in Early Childhood Education - 4 Credits

Online

Fall, 2008

September 13 - December 12; *(Thanksgiving Break: November 22-28)*

Last Updated: August 7, 2008



Instructor: Dr. Barbara Christina

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Course Description

This course is designed to provide early childhood educators with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children. Learners are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor children's progress, guide instructional practice, and identify and refer at-risk children. This course requires 20 hours of field experience.

Prerequisites

PSY 508 Child Development is required and EDU 551 Learning and Early Childhood Environments is recommended

Learning Outcomes

Upon completion of this course, learners will be able to:

1. Explain the value of assessment and its usefulness for early childhood professionals.
2. Articulate the concept of authentic assessment and demonstrate an appreciation of its role in developmentally appropriate practice.
3. Discuss the ethical and legal standards required for research involving children, including those with diverse backgrounds and/or disabilities.
4. Conduct observations of children, record data objectively, and interpret the findings.
5. Compare and contrast several types of observational methodology and explain the usefulness of each, for example, naturalistic observation, time sampling, and event recording.
6. Apply knowledge of child development in the interpretation and use of observational data.
7. Use developmental screening approaches to identify and refer at-risk children for

- further evaluation.
8. Discuss the concept of "readiness" and its usefulness.
 9. Use curriculum-based assessment to monitor children's progress and plan for developmentally appropriate programs and environments.
 10. Discuss the role of standardized testing in the identification of at-risk and children with special needs.
 11. Use basic statistical data in the interpretation of reports from psychologists and special educators.
 12. Critically reflect on the use of observation and assessment to foster children's development.
 13. Demonstrate their reflective learning skills and professional growth by selecting a completed assignment and submitting a written reflection for their portfolio as a culminating experience.
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Course Resources

Textbook:

Nilsen, B.A.. **Week by Week: Documenting the Development of Young Children.** (4th ed.) Clifton Park, NJ: Delmar. ISBN: 1418072753

Optional Text:

Allen, K. E., & Marotz, L. R. **Developmental profiles: Pre-birth through twelve,** (5th ed.) Clifton Park, NJ: Delmar. ISBN: 1-4180-2907-6

Textbooks are available via GSC's online bookstore, MBS Direct at: <http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 10140). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

Blackboard Orientations

There are no face-to-face sessions for this course. If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to complete the [Online Orientation with audio](#) at your own convenience.

Course Policies

PLEASE NOTE: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

It is furthermore the learner's responsibilities to submit all assignments in a timely manner and to arrive on time at all synchronous activities. In asynchronous and synchronous discussions, it is expected that chatiquette is observed.

Description of Course Activities and Requirements

Learners will demonstrate their learning through the following activities and assignments:

Class Participation

Participation means logging in every other day or so, being active in the Discussion Sessions, participating in Group Chat Sessions, and displaying knowledge of the reading material on a weekly basis. At the start of each module, I will post several chapter-related discussion questions. You will be asked to post your opinions, ideas, and reactions for others to see at his/her convenience. During the week, you are to respond to the postings of two other students. The key to making this interaction meaningful is not how many times you post; it's the quality of your thinking and reflection that counts the most. Participation is worth 20% of your grade.

Case Studies and Field Assignments

Twenty hours of field experience are required in this course. Please give some consideration to where you would like to do your field hours and the child you would like to observe. Keep in mind that the child you choose to observe may not be a relative.

Field Assignments

Each week you will be asked to practice one or more observation strategies in your field placement. You will practice the observation with your case study child, and in some instances with other children. Each of these observations using your case study child will become part of your final case study. Field assignments are worth 20% of final grade.

Preliminary Case Study

This assignment will help you identify the child you will be observing all semester. You will be given guidelines as to the information you need to gather. This information will include first name of the child, date of birth, gestational information, report of developmental milestones, interview of the parents and the teacher. This information will become part of your final case study. Preliminary Case Study is worth 10% of final grade.

Final Case Study

This assignment will be a compilation of the observations practiced during the semester, the preliminary case study, theoretical application of a standardized test and a summation for the parents and teacher. The Final Case Study is worth 20% of final grade.

Research Paper

Each student will be asked to write a 5-7-page research paper about an issue surrounding observation and assessment of your child. Suggested topics can be found at the "Research Paper" page located within the course. Students will be required to use American Psychological Association (APA) format for citations and references. The Research Paper is worth 20% of final grade.

Reflection Paper

Each student will be asked to select one of the completed course assignments for inclusion in their ECE portfolio and submit a 2-3 page written reflection paper regarding their thinking before they took the course and after the course. How did your thinking as an educator change? What are some key insights and applications you learned as a result of this course? The reflection paper is worth 10% of final grade.

Grading Percentages

Please see the Grading Rubric contained within the course for more details.

| Activity | % of Final Grade |
|---|------------------|
| Participation | 20% |
| Field Assignment | 20% |
| Preliminary Case Study | 10% |
| Final Case Study | 20% |
| Research Paper | 20% |
| Portfolio Submission and Reflection Paper | 10% |
| Total | 100% |

Grades in this class will follow the scale of Granite State College, where A/4.0 is awarded for Excellent work and F/0.0 is awarded for Failure/ No credit.

Granite State College Standard Grading Scale

| Grade | Percent | Grade Points | Level of Achievement |
|----------------|---------|--------------|----------------------|
| A | 95-100 | 4.0 | Excellent |
| A ⁻ | 90-94 | 3.67 | |
| B ⁺ | 87-89 | 3.33 | Good |
| B | 84-86 | 3.0 | |
| B ⁻ | 80-83 | 2.67 | |
| C ⁺ | 77-79 | 2.33 | *Acceptable |
| C | 74-76 | 2.0 | |
| C ⁻ | 70-73 | 1.67 | † |
| D ⁺ | 67-69 | 1.33 | Poor |
| D | 64-66 | 1.00 | |
| D ⁻ | 60-63 | 0.67 | |
| F | ≤59 | 0 | Failure, no credit |

*A grade of C or better is required to fulfill requirements in the major, minor, or general education core at GSC. Please consult the GSC catalog for details.

† A grade of C⁻ or below generally does not transfer to other academic institutions.

Course Schedule & Topics

This course consists of four modules which are outlined in detail below. Consider the information below as a guide to the flow of work for this course. Complete details of assignments are available in the course Modules. Please note that this schedule is subject to change.

| Module | Class Topics | Assignments/Activities |
|--|---|---|
| <p>Module One: Introduction to Observation and Assessment</p> <p>September 13–October 3</p> | <ul style="list-style-type: none"> • What is Observation? • What is Assessment? • Finding a placement. • Choosing a child for the case study. • Consent forms • Introduction to ethics and confidentiality. (Objectives 1, 3) | <p>Week One:</p> <ul style="list-style-type: none"> • Introductions • Course Overview • Review textbook • Read Introduction in text <p>Week Two:</p> <ul style="list-style-type: none"> • Set up field site. • Select child for case study. • Discussion Board: Describe your field site. <p>Week Three:</p> <ul style="list-style-type: none"> • Research Topics in Observation and Assessment of Young Children. |
| <p>Module Two: Purpose and Types of Observation and Assessment</p> <p>October 4-24</p> | <ul style="list-style-type: none"> • Role of the Observer • Recording Techniques • Authentic Assessment • Developmental Domains, DAP • Diversity • Cognitive Development - A review • Cognitive Tasks | <p>Week One:</p> <ul style="list-style-type: none"> • Read Ch. 1 • Read Ch. 2 - Anecdotal Records/Self-care skills <p>Week Two:</p> <ul style="list-style-type: none"> • Read Ch. 3 - Checklists/Physical Development • Read Ch. 4 - Running Records /Social Development <p>Week Three:</p> <ul style="list-style-type: none"> • Read Ch 5 - Frequency Counts/Emotional Development • Read Ch 6 - Conversations • Read Ch. 7- Time Samples / Attention Span • Read Ch. 8 - Cognitive |

| | | Development |
|---|--|--|
| <p>Module Three: Standardized Tests</p> <p>October 25-November 14</p> | <ul style="list-style-type: none"> • Intro to Standardized Tests • NAEYC position statement • Ethics and Confidentiality • Responding to Children's Work • Reporting Your Findings | <p>Week One:</p> <ul style="list-style-type: none"> • Read Ch. 9 - Rating Scale <p>Week Two:</p> <ul style="list-style-type: none"> • Read Ch. 10 - Creativity <p>Week Three:</p> <ul style="list-style-type: none"> • Read Ch. 14 - Portfolio and Conferences with Families |
| <p>Module Four: Issues in Observation and Assessment</p> <p>November 15-December 12</p> <p>Thanksgiving Break: November 22 - 28</p> | <ul style="list-style-type: none"> • Children's Rights • Technology • Documentation • Ethical Uses of observation and assessment. • Observation and NAEYC guidelines • Tying it all together | <p>Week One:</p> <ul style="list-style-type: none"> • Read Ch. 11 - Sociodramatic Play <p>Week Two:</p> <ul style="list-style-type: none"> • Read Ch. 12 - Documentation <p>Week Three:</p> <ul style="list-style-type: none"> • Ch. 13 - Programs for Children <p>Please Note: This module includes a Thanksgiving Break (Nov. 24 -30) in which there is no required OIC Activity.</p> |

Note: The schedule above may change at the instructor's discretion.

Library Resources

Granite State College has a Virtual Library (<http://www.granite.edu/current-students/virtual-library/>) available 24/7 with access to the full-text of thousands of journals and professional periodicals, an online Reference Room, selected Internet resources, writer's resources, research and citation help, and a collection of tutorials. The databases are password protected.

See GSC Library tab in MyGranite for username and password. In addition, the Library Info link in the course menu provides direct links to research databases, *Research FAQs* and more.

Academic Resources and Information Services

Academic assistance to students is available at GSC Centers at no additional charge in such areas as basic skills preparation in reading, writing and math; study skills and

research and citation help. Academic Resources staff members work closely with faculty and students toward academic success. A whole range of tools is available, including study and time management tips, APA and MLA citation assistance, access to learning resources online, and feedback on course writing projects. To contact an Academic Resource and Information Coordinator, see the Academic Resource Link on the Resources page in the course menu or go directly to http://bbresources.granite.edu/course_docs/acad_resources.htm.

Technical Assistance

For assistance with issues related to accessing the MyGranite portal, GSC email, Webrock, online courses or other technical issues related to any of the Blackboard tools, please visit the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) for answers to the most frequently asked questions or to submit an online help request form. Or call 1-888-372-4270 (Hours: M-F, 8:30-5:00, messages checked twice daily on weekends. Extended hours for the week before start of the term and first week of the term: M-Th, 8:00-7:00.)

Documented Disabilities / Americans with Disabilities Act

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, we recommend that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the Dean of Learner Services in Concord. See the complete Granite State College policy in the current college catalog for further details.

Academic Honesty

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations.

For Granite State College's complete [academic honesty policy](#), see the current college catalog.

Conduct in the Online Classroom

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these

values and expectations.

Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

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603 466 5828 *(after the course begins, please use the course Messages)*