

CLDDV 167: Observation and Assessment (3 Units)

Section 2300

Summer 2015

June 9, 2015 –August 13, 2015

6:00 p.m. – 8:25 p.m.

Monday/Wednesday

Muir 159

West Campus

Instructor: Linda Stephan

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Office hours: Monday/Wednesday 3:00 pm – 5:30 pm

PREREQUISITES:

Satisfactory completion of CLDDV 103 or CLDDV 104 and CLDDV 105

Student must have a TB clearance on file at the Child Development Office (Muir 157)

REQUIRED TEXT:

Wortham, S. C., (2012) . *Assessment in Early Childhood Education*, (6th ed).

Upper Saddle River, NJ: Pearson Education.

COURSE DESCRIPTION:

Focus on appropriate use of assessment and observation strategies to document development, growth, play, and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Field trips might be required.

COURSE OBJECTIVES:

Upon satisfactory completion of this course, the student will be able to:

- a. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings including legislation regarding IFSP, IEP, development. (Curriculum Alignment Project, CAP)(Early Intervention Core Competency, EICC)
- b. Identify and evaluate logistical challenges, biases, and preconceptions about assessing children's typical and atypical development. (CAP) (EICC)
- c. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation. (CAP)
- d. Explain the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes. (CAP)
- e. Identify and apply basic quantitative and qualitative observation and recording techniques to

better understand typical and atypical development. (CAP)(EICC)

- f. Compare and analyze historic and currently recognized state and widely-used assessment tools and processes. (CAP)
- g. Articulate the value of involving families and other professionals in the observation and assessment process for all children. (CAP)
- h. Use observation tools to identify patterns, trends, and anomalies in individuals and groups of children (e.g. DRDP-R, Ages and Stages Questionnaire.) (CAP)
- i. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g. ECERS-R, ELLCO.) (CAP)
- j. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs. (CAP)
- k. Demonstrate and apply knowledge of developmental domains to interpretations of observations. (CAP)
- l. Demonstrate and apply knowledge of developmental domains when dealing with differences, delays, and disorders. (CAP)
- m. Demonstrate knowledge of the role that observation and assessment play in intervention. (CAP)
Demonstrate an understanding of family development, functioning, and family systems and the family need for education and support. (EICC)
- n. Use effective verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support each child's development. (EICC)

COURSE LEARNING OUTCOMES

As a result of satisfactory completion of this course, the student should be prepared to:

- 1. Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching.
- 2. Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

CLASS FORMAT:

Lecture, class discussion, student activities in and out of class, audio-visual media, role play and guest speakers.

COURSE REQUIREMENTS:

	ACTIVITY	POINTS	DUE DATE
1.	Web quest	20	6/17/15
2.	Running Record 1&2	20	6/29/15
3.	Ages and Stages Questionnaire	25	6/29/15
4.	Ages and Stages- SE	25	7/01/15
5.	Temperament Summary	10	7/01/15

6.	Anecdotal Records : 2 domains, total of 4	10	7/06/15
7.	Running Record 3&4	20	7/13/15
8.	Denver II/summary	25	7/20/15
9.	Anecdotal Records : 3 domains, total of 6	15	4/07/15
10.	DRDP (5 measures/summary report)	25	7/22/15
11.	Anecdotal Records: 2 domains, total of 4	10	7/22/15
12.	E-LAP or LAP-3/ summary	25	7/27/15
13.	Early Screening Inventory/Summary	25	7/22-27/15 (Extra Credit)
14.	Portfolio Due	70	8/10/15
15.	Reflection paper	10	8/10/15
16.	Hand Made Learning Material	10	8/10/15
17.	Final: Portfolio and Material Presentation	20	8/12/15
18.	In class/out of class activities/class participation	90	As assigned
19.	(6) Quizzes	30	As assigned
20.	Chapter Questions	40	As assigned
	Total Points	510/525	

GRADING

495-510	A	408-494	B
357-407	C	306-356	D

ACTIVITY DESCRIPTION

1.	Webquest	Student will explore various assigned websites and respond to prompts as described on handout.
2.	Running Record 1&2	Record observation on assigned child as demonstrated in lecture. Complete two separate running records using the running record form provided by instructor. Running records to be submitted with the observation checklist. Complete heading as instructed.
3.	Ages and Stages Questionnaire	Student must attend the in-class training in order to complete the tool. Complete the age appropriate questionnaire on assigned child. Include a 1 to 2 page summary of the tool results. Instructor to provide a grading rubric for tool. Complete heading as instructed. Child's Name: _____ DOB: _____ Child's age: _____ Date and Time: _____ Tool: _____ Performed by: _____ Setting: _____
4.	Ages and Stages Questionnaire-Social/Emotional	Student must attend the in-class training in order to complete the tool. Complete the age appropriate questionnaire on assigned child. Include a 1 to 2 page summary of the tool results. Instructor to provide a grading rubric for tool. Complete heading as instructed.

		Child's Name: Child's age: Tool: Setting:	DOB: Date and Time: Performed by:
5.	Temperament Summary	After participating in the in-class temperament activities, student will be responsible for completing the 9 temperament trait handout on assigned child. Student will then summarize results describing child's temperament traits.	
6.	Anecdotal Observations	Students will complete 4 observations covering two of the seven developmental domains. Students must use the appropriate heading: Child's Name: Date of Observation: Child's Age: Time of Observation: Date of Birth Observer Name: Setting/Area:	
		Instructor to provide Observation Checklist. Observation checklist is to be turned in with each observation assignment. Student is responsible for filling in the developmental domain section. The instructor will complete the points section.	
7.	Running record # 3&4	Record observation on assigned child. Complete two separate running records using the running record form as directed by instructor. Running record to be submitted with the observation checklist. One running record must focus on the primary caregiver or teacher of the selected child.	
8.	Denver II Assessment Tool and Summary	Student must attend the in-class training in order to complete the assignment. Student will be provided the one page tool and is responsible for completing the age appropriate section as instructed during the training. Materials will be checked out with the instructor and must be returned promptly when the student is finished conducting the assessment. Tool. A one to two page summary must be completed describing the findings on the tool. Include finding of pass, fail or suspect. Appropriate heading must be on the top of the summary page. Child's Name: DOB: Child's age: Date and Time: Tool: Performed by: Setting:	
9.	Anecdotal Observations	Students will complete 6 observations covering three of the seven developmental domains. Students must use the appropriate heading: Child's Name: Date of Observation: Child's Age: Time of Observation:	

20.	Extra Credit	Students may earn up to 25 points in extra credit. Extra Credit points may be earned by completing the ESI tool.
21.	Chapter Questions	Instructor will assign 5 questions to complete along with the chapter assignments. Questions due the following week.

FINAL EXAM SCHEDULE:

August 12, 2015 6:00pm – 8:35pm

Portfolio Presentations: Student must be present for the entire length of class to receive credit.

POLICIES

CELL PHONES/COMPUTERS

Please turn off all electronic equipment prior to class starting. Students who are texting in class or using lap top computers for reasons apart from taking notes will automatically lose class participation points for that class session.

MISCELLANEOUS

Students who are adding the class must do so within three days. The instructor does not complete the add process for the student.

ATTENDANCE

Our classroom community is based on your commitment to attend our class, participate in discussion, and receive instruction. There is no opportunity to make up any in-class activities. In-class activities are planned weekly and will not be announced. It is your responsibility to stay in touch. Missed assessment trainings and quizzes will not be rescheduled. Students are encouraged to exchange emails with other students in order to connect and discuss class work as assigned. Students will be dropped by instructor on the fourth absence. The student is responsible for signing in each week.

ASSESSMENT TRAININGS

Students who do not attend assessment training will not be allowed to complete the corresponding assignment.

SUBMISSION OF ASSIGNMENTS

All assignments excluding worksheets are to be typed in black ink in Times New Roman font, double spaced with a heading of student's name, class, date and assignment. Emailed work will not be accepted. Late work will be accepted up to one week after the due date. Late work will have 20% of earned points deducted.

ACADEMIC ETHICS

Students are expected to share ideas, suggestions, resources and information, and are often able to work together cooperatively to complete a task. However, cheating and plagiarism will result in an "F" grade. This will apply to all persons involved. Plagiarism is representing the work of

someone else as your own and submitting it to fulfill academic requirements without giving credit to the original author.

CDTC Grant Program

Community College Grant Program: Eligibility Requirements

- Do you work in a licensed program with children ages 0-5, kindergarten, before/after school or off-track care? Are you a licensed day care provider?
- Do you provide child care in an adult education setting, at a private school site, in a facility where parents are on-site or a co-op?
- All of the above qualify you to become a Participant in our Child Development Training Consortium grant.

<http://www.mjc.edu/instruction/fcs/grant.php>

LIBRARY & LEARNING CENTER

East – Library Building

West – Yosemite Hall 235

<http://libcal.mjc.edu/hours.php>

STUDENT SUCCESS/SUPPORT SERVICES

Please provide letters of accommodations from Disability Services within the first week of the course.

Getting through college takes a lot more than just studying. MJC offer tools and success strategies to ensure you make a seamless transition to college life. From study skills and tutoring to health services and counseling, our services will help ensure nothing gets between you and your educational goals!

You can explore other resources available to you by visiting the MJC Website, Student Services, See Web page - <http://mjc.edu/>

***You accomplish victory step by step, not by leaps and bounds”
-Lyn St. James, race car driver***

