






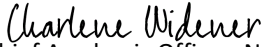


**Syllabus**  
**ECED 1060**  
**Observation, Assessment & Guidance**  
**2024**

**Committee Members:**

Taylor Brase, Jackie Zeckser, Central Community College  
Deanna Peterson, Katie Sicheneder, Metropolitan Community College  
Tyler Esch, Loretta Hauxwell, Mid-Plains Community College  
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Crystal Kozak, Southeast Community College  
Patsy Yager, Western Nebraska Community College  
N/A, Little Priest Tribal College  
N/A, Nebraska Indian Community College

**Facilitator: Julie Miller**

**The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.**

 Chief Academic Officer, Central Community College	04/19/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	04/25/2024	Adopt
 Chief Academic Officer, Metropolitan Community College	04/19/2024	Adopt
 Chief Academic Officer, Mid-Plains Community College	04/19/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/19/2024	Adopt
 Chief Academic Officer, Northeast Community College	04/20/2024	Adopt
 Chief Academic Officer, Southeast Community College	04/25/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	04/19/2024	Adopt

## **I. CATALOG DESCRIPTION**

Course Number: ECED 1060  
Course Title: Observation, Assessment and Guidance  
Prerequisite: None

Catalog Description: This course introduces a variety of observation, assessment and guidance strategies used in early childhood education settings birth through age eight.

Credit Hours: 3.0 Semester Hours/4.5 Quarter Hours

## **II. COURSE OBJECTIVES/COMPETENCIES**

*The course will:*

1. Identify the types of observation, assessment techniques, and relevant principles based upon Nebraska State Early Learning Guidelines and National Association for the Education of Young Children standards.
2. Identify the goals, benefits, and purpose of observation, assessment, and positive guidance, and how they impact learning environments.
3. Examine biological, environmental, cultural likenesses and differences and other factors that impact children's behavior, including families and colleagues.
4. Recognize strategies for building partnerships with families and agencies for referrals and collaboration.

## **III. STUDENT LEARNING OUTCOMES**

*Students will be able to:*

1. Demonstrate the ability to utilize a variety of methods of observation and assessment of children.
2. Compare and contrast the differences between screening and assessment.
3. Analyze observation and assessment results utilizing culturally relevant and ethical principles.
4. Recognize developmentally appropriate guidance techniques for children.
5. Evaluate biological, environmental, cultural, and motivational factors impacting

children's behavior.

6. Illustrate positive reciprocal communication and positive relationships between educators, families and/or agencies regarding areas of strengths or concerns with children.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

1. Role of Observation and Assessment within the ECED Classroom
2. Methods of Observation and Assessment
3. Connections between Observation, Assessment and Guidance
4. Guidance Techniques
5. Partnerships with Parents

#### **V. INSTRUCTIONAL MATERIALS**

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

1. Gartrell, Dan. *A Guidance Approach for the Encouraging Classroom*, Thompson Delmar Publishers
2. Hemmeter, Mary Louise, et al. *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*. Paul H. Brookes Publishing Co., 2021.
3. Kersey, Katharine C., and Marie L. Masterson. *101 Principles for Positive Guidance with Young Children*, Pearson, 2013, ISBN: 978-0-13-265821-8
4. Miller, Darla Ferris. *Positive Child Guidance*. Delmar Publishers Inc.
5. Nilsen, Barbara Ann. *Week by Week: Plans for Observing and Recording Young Children*. Delmar Learning. Peterson, Gina, and Emily Elam. *Observation and Assessment in Early Childhood Education*. OER.

Supplemental Texts:

1. Teaching Strategies GOLD Assessment Toolkit for children from Birth Through Kindergarten. Here is the link to the website:  
<https://www.teachingstrategies.com/page/assessment-early-childhood-overview.cfm>
2. Nebraska Core Competencies

3. Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards*, [www.education.ne.gov/oec/early-learning-guidelines](http://www.education.ne.gov/oec/early-learning-guidelines)
4. Squires, J., & Bricker, D. (2009). *Ages & Stages Questionnaires®*, Third Edition (ASQ®-3): *A Parent-Completed Child Monitoring System*. Baltimore: Paul H. Brookes Publishing Co., Inc.

## **VI. METHODS OF PRESENTATION/INSTRUCTION**

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

## **VII. METHODS OF EVALUATION**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

## **VIII. INSTITUTIONAL DEFINED SECTION**

*To be used at the discretion of each community college as deemed necessary.*