

Syllabus

ECED1060 OBSERVATION, DOCUMENTATION AND ASSESSMENT

2015

Committee Members:

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Facilitator

Julie Miller

Date Reviewed:

1-23-15

Julie Miller

Jody Tomamek

NCCA Council of Chief Academic Officers Chair

Date Approved:

3-20-15

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 AND COMPETENCIES

The course will:

1. Identify the types of observation and assessment based upon Nebraska state and national guidelines and standards.
2. Identify principles relevant to guidance, observation, and assessment.
3. Delineate the goals, objectives and techniques of positive guidance.
4. Examine biological, environmental, cultural and other factors that impact children's behavior.
5. Identify strategies for building partnerships with families and agencies for referrals and collaboration.
6. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES:

The student will:

1. Demonstrate the ability to utilize a variety of methods of observation and assessment
2. Explain the different types of screenings and assessments
3. Demonstrate observation and assessment utilizing culturally relevant and ethical principles.
4. Recognize positive age-appropriate guidance techniques for children
 - a. Describe biological, environmental, and cultural factors impacting children's behavior.
 - b. Recognize the possible motives for behavior in young children.
5. Illustrate positive communication with families and agencies regarding areas of strengths or concern with children.
6. Explain the importance of positive relationships between parents, colleagues, and children.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Role of Observation and Assessment within the ECED Classroom
- B. Methods of Observation and Assessment
- C. Connections between Observation, Assessment and Guidance
- D. Guidance Techniques
- E. Partnerships with Parents

V. INSTRUCTIONAL MATERIALS

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

Gartrell, Dan; A Guidance Approach for the Encouraging Classroom, Thompson Delmar Publishers

Miller, Darla Ferris. Positive Child Guidance. Delmar Publishers Inc.

Nilsen, Barbara Ann. Week by Week: Plans for Observing and Recording Young Children. Delmar Learning.

Reynolds, Eleanor. Guiding Young Children. Mountain View, California. Mayfield Publishing.

Dichtelmiller, Margo L., and Dombro, and Amy Laura, Jablon, Judy R, The Power of Observation: Birth to Age 8, Gryphon House, Inc., Lewisville, NC

Kersey, Katharine C., and Marie L. Masterson. 101 Principles for Positive Guidance with Young Children, Pearson, 2013, ISBN: 978-0-13-265821-8

Supplemental Texts:

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>

Dodge, Diane Trister and Colker, Laura, and Haroman, Cate. The Creative Curriculum for Infants, Toddlers and Twos Developmental Continuum Assessment Toolkit. Teaching Strategies

High/Scope Infant and Toddler Child Observation Record, High/Scope Publisher

High/Scope Preschool Child Observation Record, High/Scope Publisher

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 defined by individual institution.

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children's characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	
2c. Involving families and children in their children's development and learning	
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	X
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	X
3c. Understanding and practicing responsible assessment.	X
3d. Knowing about assessment partnerships with families and other professionals	X
4. Teaching and Learning	
4a. Connecting with children and families	X
4b. Using developmentally effective approaches	X
4c. Understanding content and knowledge in early education	X
4d. Building meaningful curriculum.	X
Key Elements of Standard 4	
4a. Knowing, understanding and using positive relationships and supportive interactions.	X
4b. Knowing, understanding and using effective approaches, strategies, and tools for early education.	X
4c. Knowing understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines	X
4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	X
5. Becoming a professional	
5a. Identifying and involving oneself with the early childhood field	X
5b. Knowing about and upholding ethical standards and other professional guidelines	X
5c. Engaging in continuous collaborative learning to inform practice	X
5d. Integrating knowledgeable, reflective and critical perspectives on early education	X
5e. Engaging in informed advocacy for children and the profession	X

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	
Skills in mastering and applying foundational concepts from general education	
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X