Northampton Community College
EARL 107: Early Childhood Observation & Assessment
Spring 2015 Syllabus

Semester: SPRING 2015
Instructor: MEL SIVELLS
Course: EARL 107
Day / Time: R 6:00-8:45 pm
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Section: 01
Facebook: Professora Sivells
Office: REIBMAN 106A
Office Hours: MW 8:30 -10; R – 4 – 5 PM

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CATALOG DESCRIPTION

Catalog Description: Students learn methods of observing, documenting, and assessing children’s learning from 0 to age 9 in the context of cultural and developmental variations. They are introduced to learning standards and assessment tools for evaluating safe and healthy indoor and outdoor learning environments integrating Universal Design for Learning (UDL). Students learn how to use the Art as a Way of Learning (AWL) framework to observe and assess children’s development and learning environments. Requires 5 observational visits in one of the following settings: infant/toddler through grade 4. Observation visits total 10 hours (2 hours each). Also available through Online Learning. Child Abuse Registry, Criminal Background Check, and FBI clearances are required.

Requires five observation visits in educational settings – infant/toddler through age five.

Total Credits: 3  Lecture Hours: 2  Observation Hours: 10

Pre- or Co-requisite: EARL 106. C or better in EARL106

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

EARL 107 Observation and Assessment Learning Outcomes

Course Learning Outcome 1: Child Development and Learning

Students use evidence based knowledge of observation and assessment to describe and explain each child’s development and learning based on multiple influences to create safe, healthy, respectful, and inclusive learning environments that provide responsive, developmentally appropriate, and arts-integrated learning opportunities.
Student Learning Outcomes:
1a. Observe, describe, and explain each child’s characteristics and needs for development and learning in all domains.
1b. Describe and explain multiple influences including cultural, linguistic ability diversity that result in the uniqueness of each child’s development and learning.
1c. Describe and explain how to create safe, healthy, respectful, and inclusive, aesthetic environments to provide developmentally appropriate and arts-integrated learning opportunities using evidence based knowledge.

Course Learning Outcome 3: Observing, Documenting, and Assessing to Support Young Children and Families:

Students describe and explain evidence based knowledge about systematic observation and the goals, benefits, and uses of appropriate assessment in partnership with families and professionals to support each child’s development and learning.

Student Learning Outcomes:
3a. Describe and explain the goals, benefits, and uses of assessment.
3b. Describes and explain ethical methods of systematic observation, documentation, and assessment.
3c. Describe and explain how to partner with families and professionals in each child’s assessment process.

Course Learning Outcome 6: Becoming a Professional

Student Learning Outcomes:
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for sound assessment practices.

Student Learning Outcomes:
6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Describe and explain ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Describe and explain strategies to advocate for each child, family, and the profession.
6e. Describe and explain an individual philosophy about observation and assessment of young children which includes evidence based practices and Universal Design for Learning.

The following Supportive Skills are to be integrated in assessment and will be measured as appropriate:

2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

**Alignment of the Course Objectives (above) with National Association for the Education of Young Children, the Division for Early Childhood, and Pennsylvania Special Education Para educator Standards.**

<table>
<thead>
<tr>
<th>Course Objective #</th>
<th>NAEYC Standards/Course Learning Objectives</th>
<th>DEC Standards</th>
<th>PA Special Education Paraeducator Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a: Knowing and understanding young children’s characteristics and needs</td>
<td>Development and Characteristics of Learners EC2K2, EC2K6, EC2K7 Instructional Planning ES7K1</td>
<td>Individual Learning Differences SEP3K2</td>
</tr>
<tr>
<td></td>
<td>1b: Knowing and understanding the multiple influences on development and learning.</td>
<td>Development and Characteristics of Learners EC2K7, EC2K4, EC2K6 Language EC6K1.</td>
<td>Development and Characteristics of Learners SEP2K1</td>
</tr>
<tr>
<td></td>
<td>1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments.</td>
<td>Development and Characteristics of Learners EC2K7, EC2S1, EC3S2 Instructional Strategies EC4S1, EC4S2, Learning Environments/Social Interactions EC5S2, EC5S5, EC5S6 Instructional Planning EC7K1, EC7K2</td>
<td>Foundations SEP1K1, SEP2K2 Instructional Strategies SEP4S4, SEP4S5 Learning Environments/Social Interactions SEP5S1, SEP5S2, SEP5S4 Instructional Planning SEP7S1, SEP7S2</td>
</tr>
<tr>
<td>3</td>
<td>3a: Understanding the goals, benefits and uses of assessment.</td>
<td>Instructional Planning EC7K3 Assessment EC8K3, EC8S4</td>
<td>Assessment SEP8K1, SEP8S1, SEP8K2, SEP8K3</td>
</tr>
<tr>
<td></td>
<td>3b: Knowing about assessment partnerships with families and other professionals.</td>
<td>Learning Environments/Social Interactions EC5S7 Instructional Planning EC7S3 Assessment EC8K1, EC8S1, EC8S2, EC8S6, EC8S8, EC8S9, EC8S10 Professional and Ethical Practices EC9S4 Collaboration EC10S, EC10S2.</td>
<td>Assessment SEP8S2, SEP8S1</td>
</tr>
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<td></td>
<td>3c: Knowing about and using observation, documentation and other appropriate assessment tools.</td>
<td>Learning Environments and Social Interactions EC5S7 Instructional Planning EC7K3, EC7S1 Assessment EC8S3, EC8S4, EC8S5, EC8S6, EC8S7, EC8S9, EC8S10, EC8S11.</td>
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<tr>
<td>6</td>
<td>6a: Identifying and involving oneself with the early childhood field.</td>
<td>Foundations EC1K2,</td>
<td></td>
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<tr>
<td></td>
<td>6b: Knowing about and</td>
<td></td>
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</tbody>
</table>

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DEC - Initial Special Education Professionals in Early Childhood Special/Education/Early Intervention, Birth to Eight Standards:
Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments/Social Interactions
Standard 6: Language
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration

SEP - Pennsylvania Special Education Paraeducator Standards:
Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments/Social Interactions
Standard 6: Language
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration
Textbooks and Resources:

Textbooks:

E-Portfolio:
3. Students purchase Task stream card from the book store to create an e-portfolio.

Required Resources:


8. ECE Department. (Current edition). *Early Childhood Education Program Student Manual*. Bethlehem, PA: Northampton community College. (referred to as “ECE Manual” in Course Calendar) Also available online at: [http://www.northampton.edu/x1328.xml](http://www.northampton.edu/x1328.xml); Click on ECE Manuals – Student


Available online at:  
http://www.naeyc.org/positionstatements/ethical_conduct

Also available online at:  
http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/  
Code%20of%20Ethics_updated_Aug2009.pdf

12. Council for Exceptional Children (CEC): CEC Ethical Principles for Special  
Education Professionals. Arlington, VA: CEC  
Also available online at:  
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/Prof  
essionalStandards/EthicsPracticeStandards/CEC_Code_of_Ethics_for_Educator  
s_of_Persons_with_Exceptionalities.htm

13. NAEYC position statement on curriculum, assessment, and program evaluation  
(with DEC-specific version)  
http://www.naeyc.org/positionstatements/cape

Statement of the Division for Early Childhood (DEC) and the National Association  
for the Education of Young Children (NAEYC). Chapel Hill: The University of  
North Carolina, FPG Child Development Institute.  
Also available online at:  

15. PA Department of Public Welfare. (Current edition). Individualized Family Service  
Plan (IFSP) Individualized Education Program (IEP). Harrisburg, PA: DPW.  
Available online at:  
http://www.dpw.state.pa.us/fordisabilityservices/earlyinterventionservices/earlyint  
erventionforms/index.htm Click on Individualized Family Service Plan (IFSP)

Also available online at:  
http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-  
Presentations.htm

17. Sketch pad or notebook with unlined paper

18. Binders: Course Assessment Portfolio (1” size); TAOC Portfolio (3” size)

In addition to the required textbooks and resources, you will also need access to:

19. Computer

20. Digital Camera

21. Digital Video

Instructor Resources:

Recommended Practices – A Comprehensive Guide for Practical Application in  
Early Intervention/Early Childhood Special Education. Missoula, MT: Division for  
Early Childhood.
Course Policies

ECE Paperwork
All required paperwork for entry into the ECE program must be completed and submitted to the department secretary by the end of class three. This includes: Results of FBI Check, State Police Clearance, Child Abuse Check, current Health Assessment and two letters of reference. Failure to submit the required paperwork will result in being withdrawn from the course.

Class Attendance and Withdrawal:
Our courses are designed to give you some flexibility in your ability to access course content, submit assignments, and interact with your instructor and fellow students. However, these courses are not self-paced. You are expected to fully participate in all class activities, and to submit all assignments electronically by their due dates.

Note that if you do not participate in the class, submit assignments, or contact the professor during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. Unless you officially withdraw, you may owe money and receive an "F" as your final grade.

Mobile Phone and Internet Use: Students are asked not to use electronic devices (mobile phones, laptop computers, etc.) for social media outlets or sending or receiving text messages or emails that are not related to the completion of course work. If you violate this request, you may be asked to leave.

Tardy / Lateness and Absence: Students are expected to be in class on time and expected to stay for the duration. Points will be deducted for lateness. If you are late 2 times, it is considered 1 full day’s absent. An absence is considered when a student is not in class. Students are not graded on absences, but participation is graded for each particular session that was missed.

Participation: You will receive a grade for each session based on each students’ participation. Your professor has the discretion to deduct points based from performance – lack of participation, constantly leaving the room, lack of collaboration, etc.

Assignments: Written assignments must be completed and submitted electronically, use APA format, and be on time in order to receive credit. Printed forms (e.g. observation forms) must be downloaded from the ECE web site and typed; all other assignments must be typed (12-point size, double-spaced) including a cover page with the necessary information. Late Weekly Assignment or Reflection Journal work will not be accepted – NO EXCEPTIONS.

Privacy Statement
Video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. Any videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-
When uploading your video to YouTube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or videotape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

**Students must complete ALL key assessments to pass this course**

**Consequences of Late Work or Missed Exams:**
Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in points deducted as follows:

- All weekly assessments (e.g., journals) are due on time. Late submissions will not be accepted.
- All major papers, projects, and quizzes will drop one percentage point for each week that they are late. Refer to rubrics for further information.
- All missed assignments and quizzes will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

**GENERAL COLLEGE POLICIES:**

**Class Attendance and Withdrawal:** Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses.

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

In an internet-based distance learning course, a student is considered to have missed the equivalent of more than twice the number of weekly meetings of a traditional classroom course in a consecutive two-week period if there has been no participation by the student in the class through submission of assignments, participation in discussion forums or contact with the Instructor in any way during the period.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to a complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

*Students will not be graded on attendance; however, students may be graded on class participation.*

**Academic Honesty Policy:** Northampton Community College considers honesty to be
essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

Student Responsibilities

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

Faculty responsibilities

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

Academic Honesty Violations: Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- Cheating on examinations and quizzes --
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- Plagiarizing –
  - Using the ideas or words of others without appropriate quotation and
documentation that acknowledges the source or sources -- in other words, presenting someone else's work as one's own.

- Copying, exact words, phrases or sentences without quoting and giving credit to the source.
- Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
- The wrongful appropriation of all or part of someone else's literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
- Purchasing an assignment and submitting it as your own work.
- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
- Listing sources that you never consulted.
- Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
- Tampering with or damaging the work of others or preventing others from completing their own assignments.

**Consequences of Violations:** When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

- A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
- A failing grade for the assignment or test.
- An “F” grade for the course.

**Commitment to Diversity:** Northampton Community College is committed to creating and fostering learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
Policy Regarding Children: The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

Disability Services: Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

Netiquette: is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

- Responses to other students should address the ideas or work submitted not the person.
- Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor which may be misunderstood in online communications.
- Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
- Remember your Northampton Community College email is for educational purposes only.

Class Preparation: In order to prepare for each class, complete lab assignments and class assignments (e.g. reading text chapters, referring to web sites and articles, writing reflection papers, etc.) so that you can contribute to class discussion and get your questions answered. Your participation in the discussion forum and paired / group
activities will lead to positive learning outcomes for you as well as your peers.

Feedback on Assignments/Projects/Discussions
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Gradebook of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, quizzes) with 5 business days of submission or at least a week prior to the next similar assignment is due.

Tutoring Services: The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called Student Rights and Support Services in the Course Information page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information:
http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm
Access the online tutor for ECE courses at the following email address:
ecetutor@northampton.edu

Advising: The current ECE advisor is Andrea Powell. Her contact information is as follows:

![Quinn's photo]

email: apowell@northampton.edu
Phone: 610-861-4145

Incomplete Policy: An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

For further information regarding any NCC procedures or policies refer to the current Student Handbook at the following link:

INSTRUCTIONAL PLAN
Assignments Required and Weight of Each in Determining Final Grade:

INSTRUCTIONAL PLAN:

Assignments Required and Weight of Each in Determining Final Grade:

- Child Study Project: 15%*
- Ethical Practices in Assessment: 15%*
- Professional Growth and Philosophy Paper: 10%*
- Quizzes: 10%
- Observation Project: 10%*
- AWL Reflection: 6%
- Weekly Journals: 10%
- Weekly Assignments: 10%
- Weekly Participation: 10%
- e-Portfolio/TaskStream Assessment: 2%
- TAOC e-Portfolio: 2%
- Total Percentage: 100%

Note: Items 1 and 3 are Key Assessments of this course. But, all assignments are important.

Students **must complete** the following assessments in order to pass this course:
- *All Key Assessments of the Course: Child Study Project and Professional Growth and Philosophy Paper*
- *Observation Attendance and Assignments*
- *Course Assessment e-Portfolio and hard copy binder*
- *TAOC e-Portfolio*

Students must earn C or better in all Key Assessments in order to pass this course.

Description of Assignments

**Observation Project**: The purpose of this assignment is to build your observational skills while increasing your knowledge of child development and educational environments. This project will provide you with learning experiences to:

- Observe classroom environments for children who are culturally, linguistically or ability diverse.
- Experience the development of children in classrooms for ages zero to nine years old.

Ten (10) hours of documented observation work is required for this course. You will have five 2-hour observations beginning with class 8 and continuing through class 13. You will work under a cooperating teacher, completing weekly observation assignments. Observation requirements are as follows:

- **Scheduling Observations**: You may attend observations at worksite or secure a site in your community, in a setting for children ages birth to 6 years. You will visit the same site each week and observe the same child each time.
- **Health and safety requirement**: As an online student, you are to verify that all requirements for your state or country are met by submitting creating a Professional Portfolio consisting of your clearances.

Legal Considerations: Make sure that all children captured in photo / video have a signed release on file at the site (refer to Student Manual for a copy). Practice confidentiality by using numbers or fictitious names when describing situations for discussions and/or writing observations. Never discuss children outside of Classroom Forums.

Child Study Project: The purpose this project is to give you an opportunity gather evidence of one child's learning by observing and recording his/her actions in written and visual format by collecting samples of his/her work. You will use this evidence to:
  o Create a Child Assessment Portfolio
  o Write a Child Assessment Paper that documents your knowledge of child development and learning
  o Prepare and/or implement a Parent Communication conference to partner with parents

Ethical Practices in Assessment: The purpose of this paper is to reflect, describe and explain the NAEYC Code of Ethical Conduct and DEC Code of Ethics discussing how they relate to assessment of young children of varying abilities, cultures, and languages. This project will provide you with a foundation of ethical conduct in early childhood learning environments.

Professional Growth and Philosophy Paper: The purpose of this paper is to give you an opportunity to reflect on your growth as an early childhood professional, with a focus on Early Childhood Assessment. Consider your ability to:
  o Involve self with the field;
  o Explain ethical standards and state and national systems for quality in early childhood programs;
  o Research and collaborate with others to inform evidence based practice;
  o Explain ways to advocate within the context of cultural, linguistic, and ability diversity; and
  o Articulate and practice your own philosophy about young children’s development and learning in the area of assessment.

Weekly Assignments: You will complete ten weekly assignments during the semester, focusing on a long term inquiry project. This will help you to understand the cycle of learning and teaching with all children, including those who are cultural, linguistic and/or ability diverse.

Reflection Journals: You will complete between ten and fifteen weekly journals during the semester, reflecting on your own learning of the course concepts. Weekly themes will address culture, linguistic and ability diverse topics.

Participation: You will participate in weekly topics, responding to guiding questions as well as collaborating with others. This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts. Evidence based practice and children with diverse abilities will be included in weekly forums.

AWL Reflection: The purpose of this reflection is to introduce you to, engage you with, and assess your ability to incorporate Art as a Way of Learning®: Designing and Assessing Aesthetic Learning Environments in your growth and development as an educator.
Course Assessment e-Portfolio: You will follow the step-by-step directions to build your e-portfolio for Early Childhood Observation and Assessment.

TAOC e-Portfolio: You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer portfolio.

Complete descriptions of assignments and rubrics will be available in class by week 1.

Save all your work!

You are expected to save all your assignments on disks/thumb drives as back up data to safeguard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.

Assessment Criteria:

The general criteria for grading work are as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.
D = Students demonstrate partial ability to describe information.

Grade Scale:

The following grades are used in the Early Childhood department:
A   = 93 – 100 %
A-  = 90 – 92 %
B+ = 87 – 89 %
B   = 83 – 86 %
B-  = 80 – 82 %
C+ = 77 – 79 %
C   = 73 – 76 %
D+ = 67 – 72 %
D   = 60 – 66 %
F   = 0 – 59 %

Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

Your final weighted percentage will be used to determine your final grade.
Course Calendar

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check Announcements in Blackboard and the Assignments section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar with due dates listed. All assignments are due by midnight on Monday.

This is a tentative plan for the semester.

Reading assignments are to be completed before coming to class.

<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Topic</th>
<th>Reading and print material</th>
<th>Learning Experience</th>
<th>Observation Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Introduction to Assessment</td>
<td>• Course Syllabus • ECE Student Manual • (W) Ch. 1 An Overview of Assessment • (W) Ch. 2 How Infants and Young Children Should be Assessed • (TS) Ch. 2 &amp; 3 • NAEYC Code of Ethical Conduct and Statement of Commitment 2011 &amp; DEC Code of Ethical Conduct • The Changing Face of America</td>
<td>• Define assessment • Discuss different meanings of assessment • Historical perspectives of assessment • Become aware of concerns of testing young children</td>
<td>Observation Sign-up &amp; Orientation; Clearances: • Child Abuse • Criminal History • FBI • Health • Mantoux test • 2-Letters of Reference</td>
<td>Assignment 1 - Position Statement: Early Childhood Curriculum, Assessment, and Program Evaluation Promoting Positive Outcomes for Children with Disabilities Reflection Journal: Topic: My Memories of Being Tested</td>
<td>1/22</td>
</tr>
<tr>
<td>Wk 2</td>
<td>Topic</td>
<td>Reading and print material</td>
<td>Learning Experience</td>
<td>Observation Assignment</td>
<td>Other Assignments</td>
<td>Assignments Due Date</td>
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<tr>
<td>9/8</td>
<td>Principles of Assessment You as an Observer</td>
<td>▪ Ch. 2 How Infants and Young Children Should be Assessed (W) ▪ Ch. 5 Observation (W)</td>
<td>▪ How assessment work in the classroom ▪ What Can and Should be assessed? The Domain Connection ▪ Understanding the purpose of observation ▪ Discussing the different types of assessment ▪ When to Assess? ▪ Discuss ways to gather information about children</td>
<td>▪ Securing an Observation site: ▪ Infant/Toddler ▪ Preschool or Head Start; ▪ K, 1st, or 2nd Grade; ▪ 3rd or 4th Grade; ▪ Special Education classroom</td>
<td>Assignment 2 Anecdotal Record Form: Observe a child for 10 minutes</td>
<td>1/29</td>
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<td>Websites to explore: Observation Children: A Tool for Assessment Screening and Assessment of Young English-Language Learners ▪ The Council for Exceptional Children: Guiding Principles for Assessment Accommodations</td>
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<td>Reflection Journal: Observation as a Skill</td>
<td>Assignment 2 Reflection Journal Observation as a Skill</td>
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<th>Wk 3</th>
<th>Topic</th>
<th>Reading and print material</th>
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<tr>
<td>9/15</td>
<td>Guidelines for Observation</td>
<td>(W) Observation Guidelines Ch. 5 pp. 141-145</td>
<td>▪ Review definition of assessment ▪ Discuss different meanings of assessment ▪ Historical perspectives of assessment ▪ Historical perspective of assessment for special education</td>
<td>▪ Continue with securing an observation site</td>
<td>Assignment 3 Child Running Record Form: Observe a child for 5 minutes and record exactly what you see – Video Observation: Austin and the Broken Bridge</td>
<td>2/5</td>
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<td>Websites to explore: ▪ Developmental Milestones For the First Five Years ▪ Child Development</td>
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<td>Reflection Journal: The Advantages and Disadvantages of Being Included in the Observation</td>
<td>Assignment 3 Reflection Journal: The Advantages and Disadvantages of Being Included in the Observation</td>
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<td>Wk 4</td>
<td>Topic</td>
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| 9/22 | Checklist, Rating Scales, and Rubrics | •Ch. 6 Checklists, Rating Scales, and Rubrics (W).  
•Module on Scoring Performance Assessments  
•UDL Three Principles video  
•DEC Recommended Practices  
•Frequently Asked Questions on Inclusion Program Preparedness  
•Checklist for Dual Language Learners | •Describe the purposes of using checklists, rating scales, and rubrics for informal assessment  
•Explain how developmental checklists, rating scales, and rubrics are used with preschool children (CLAD)  
•Explain the differences between the uses of checklists with preschool and primary -grade children  
•Identify the four basic steps in checklist design  
•Discuss the advantages and disadvantages of using checklists for informal | You should have verbal and written permission to complete observations | Assignment 4: Read, view, and reflect  
Module on Scoring Performance Assessments  
UDL Three Principles video  
DEC Recommended Practices | Assignment 4 Reflection Journal: Building Inclusive Child Care Quiz 1 |

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<th>Wk 5</th>
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<th>Learning Experience</th>
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<th>Other Assignments</th>
<th>Other Assignments</th>
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| 9/29 | Performance-Based Assessment: Ounce Scale | •Ch. 8 Performance-Based Strategies (W)  
•Ch. 3 How | •Understand the relationship between authentic learning and authentic assessment | •Submit observation site information | Assignment 5: Infant/Toddler Assessment: One Program's Experience. Please summarize this article and discuss how this program | Assignment 5 Reflection Journal: Assessing |
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<tr>
<th>Wk 6</th>
<th>Topic</th>
<th>Reading and print material</th>
<th>Learning Experience</th>
<th>Observation Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due Date 2/26</th>
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</thead>
</table>
| 10/6 | Performance-based Assessment: Work Sampling System | •Ch. 9 The Portfolio Assessment (W)  
•Portfolio Assessment pp 242-269  
•The Work Sampling System pp 269-270  
•The Preschool Child Observation Record pp 271-272  
Websites to explore: | •Understand the relationship between authentic learning and authentic assessment  
•Understand the definition and the purposes for performance-based assessment  
•Describe several types of performance-based assessments and how they are used  
•Understand the advantages and disadvantages of using performance-based evaluation tools  
•Discuss how performance assessments can be used to address state standards | It is suggested that you give a brief visit to your site. Give the Cooperating Teacher the Cooperating Teacher Folder. Request a | | Assignment 6: Web research, explore, and reflect: see Reading and Print for sites.  
Reflection Journal: Performance-Based Assessment: Advantages and Disadvantages | Assignment 6 Reflection Journal: Performance-Based Assessment: Advantages and Disadvantages |
### Week 7

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<td><strong>10/20</strong></td>
<td>Environment Rating Scale (UDL, BICC-Checklist and LRE)</td>
<td>• Ch. 2 How Infants and Young Children Should be Assessed (W) pg. 43 Environmental Assessment</td>
<td>• Identifying multiple influences on learning environments</td>
<td>Prepare for Observation Visit 1: Review Observation Packet 1 – post any questions you may have</td>
<td>3/5</td>
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<td><strong>10/13 &amp; 10/14</strong></td>
<td><strong>Fall Break</strong></td>
<td>• Infant Toddler Environment Rating Scale (ITERS)</td>
<td>• Using observational assessment tools to evaluate quality in early childhood environments</td>
<td>Assignment 7: NAEYC and DEC Code of Ethical Conduct</td>
<td>Assignment 7 Reflection Assessing the Learning Environment</td>
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<td><strong>Environment Rating Scale</strong></td>
<td>• Early Childhood Environment Rating Scale (ECERS)</td>
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<td>Reflection Journal: Assessing the Learning Environment</td>
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<td><strong>Websites to explore:</strong></td>
<td><strong>NAEYC Code of Ethical Conduct and Statement of</strong></td>
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<td>Begin AWL – Reflection</td>
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<td></td>
<td><strong>Ch. 2 How Infants and Young Children Should be Assessed (W) pg. 43 Environmental Assessment</strong></td>
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### Notes
- Work Sampling System
- Early Learning Network (ELN) in PA
- KEYSTONE STARS
- The Project Approach
- Reggio Emilia Approach
- Work Sampling System PowerPoint
- HighScope: Preschool Child Observation Record
- They are used
- Understand the advantages and disadvantages of using performance-based evaluation tools
- Discuss how performance assessments can be used to address state standards
- Tour of the classroom.
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<th>Wk 8</th>
<th>Topic</th>
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<th>Assignments Due Date</th>
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<tr>
<td>10/27</td>
<td>Developmental Screenings Evaluation Process Screening Tools Early Intervention IU (will put video in online course)</td>
<td>Ch. 4 Using and Reporting Standardized Test Results (W) Websites to explore: NAEYC Screening Assessments of English Language Learners Save the Babies Screening Child Screening Division for Early Childhood: Developmental Delay as an Eligibility Category Statement</td>
<td>Screening is a brief, simple procedure used to identify potential health, developmental or social-emotional problems in infants and young children in the context of family, community, and culture who may need a health assessment, diagnostic assessment, or educational evaluation.</td>
<td>Complete and submit Observation Packet 1-this assignment must be submitted on Taskstream e-portfolio and Blackboard</td>
<td>Assignment 8 NAEYC’s position on Screening and Assessment of Young English-Language Learners</td>
<td>*3/12</td>
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- Assignment 8
- Reflection Journal - Developmental Screenings and IEP/IFSP
- Observation Packet 1

- Ethical Practices in Assessment Due

**Assignment 8**
**Reflection Journal**: Developmental Screenings and IEP/IFSP

**Video**
**Continue AWL – Reflection**
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<th>Wk 9</th>
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<th>Other Assignments</th>
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<tr>
<td>11/3</td>
<td>Early Learning Standards</td>
<td>Websites to explore: NAEYC: Where We Stand on Early Learning Standards Early Learning Standards: Creating the Conditions for Success (joint statement) Early Learning Standards in Action Zero to Three: States' Use of Early Learning Guidelines for Infant and Toddlers</td>
<td>Research-based standards that identify key learning areas of young children development.</td>
<td>Complete and submit Observation Packet 2-this assignment must be submitted on Taskstream e-portfolio and Blackboard Prepare for Observation Visit 3 – review packet 3</td>
<td>Assignment 9 Early Learning Standards TAOC REQUIRED ARTIFACT: Reflection Journal The Impact of Early Learning Standards on Curriculum (Students must provide article and reflection) Continue AWL – Reflection</td>
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<tr>
<td>11/10</td>
<td>Primary Grade Standards Authentic Assessment</td>
<td>Ch. 3 How Standardized Tests are Used, Designed, and Selected (W) Ch. 4 Using and Reporting</td>
<td>Learning continuum, Assessment anchors, Academic standards, English Language Learners/Dual Language Learners, and</td>
<td>Complete and submit Observation Packet 3-this assignment must be</td>
<td>Assignment 10 Article: Achievement Test in the Early Years and article review NO REFLECTION JOURNAL DUE THIS WEEK</td>
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<td>Wk 11</td>
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<td>Learning Experience</td>
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<th>Other Assignments</th>
<th>Assignments Due Date</th>
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<tr>
<td>11/24</td>
<td>Assessment System</td>
<td>Ch. 3 How Standardized Tests</td>
<td>Constructivist approach, Alternative assessment</td>
<td>Complete and submit</td>
<td>NO REFLECTION JOURNAL DUE THIS WEEK</td>
<td>Observation Packet 5</td>
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<tr>
<td>Wk 13</td>
<td>Topic</td>
<td>Reading and print material</td>
<td>Learning Experience</td>
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<td>11/26</td>
<td>Communicating with Families and Professionals</td>
<td>Ch. 10 Communicating with Families (W) Ch. 18 Parents, Families, and Children: A Multicultural</td>
<td>Forming reciprocal relationships, Creating narrative reports, Grades, Parent conference, Portfolio conference, and</td>
<td>Continue working on Child Study Project</td>
<td>NO REFLECTION JOURNAL DUE THIS WEEK Assignment 13 Community Resources AWL Reflection Paper is due</td>
<td>4/16</td>
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<td>Date</td>
<td>Topic</td>
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<td>Wk 14</td>
<td>Action Research</td>
<td>Ch. 1 Studying Early Childhood in a Diverse World (TS)</td>
<td>Action research, Teacher research, Case study, Qualitative observation, and Quantitative observation.</td>
<td>Put finishing touches on Child study Project</td>
<td>NO REFLECTION JOURNAL DUE THIS WEEK</td>
<td>4/23</td>
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<td>Ch. 2 Historical Perspectives and Research in Early Childhood Development (TS)</td>
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<td>Assignment 14 Voices of Practitioner</td>
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<td>Websites to explore: Action Research in Early Childhood Education Voices of Practitioners</td>
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<td>Wk 15</td>
<td>Reflection on Learning</td>
<td>Course Syllabus</td>
<td>Identify topics and experiences that have worked well and highlight those aspects which haven’t been so</td>
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<td>Assignment 15: Becoming an Advocate for Fair Assessments for all children</td>
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This week, you will engage in peer review of the final portfolio.

| 16 | Finals Week | Professional Growth and Philosophy in Observation and e-Portfolio Systems Due | **W 5/6** by 12:00 pm |