

Course: **CDEC 1323-200 ~ Observation and Assessment**  
 Semester: Spring 2022  
 Class times: **Face-to-face** Tuesday 6:00-8:50 pm  
 Instructor: Stephanie Deering  
 Office: Reese Campus, Building 5, Room 512A  
 Office Hours: Monday through Thursday 1:00-4:00 pm and by appointment  
 Friday By appointment  
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*South Plains College Improves Each Student's Life*

**GENERAL COURSE INFORMATION**

**Course Description**

This course is a study of observation skills, assessment techniques, and documentation of children’s behavior. Concurrent enrollment in CDEC 2167 Practicum-Child Care Provider/Assistant is required.

**Learning Outcomes**

Students will:	*See attached NAEYC Associate Standards	NAEYC Standards
Demonstrate an understanding of appropriate assessment skills		S3
Develop skills in observing, recording, and interpreting children's behavior		
Define and compare assessment tools		
Develop individual plans based on assessment		

**Course Objectives**

1. Define key terms related to observation and assessment. (F1)
2. Clarify importance of, and rationale for, observation and assessment of young children, including citation of professional standards. (C7, C15)
3. Describe components of “portfolio” assessment. (C5, C7)
4. List and explain observation and assessment tools appropriate for use with young children. (C6)
  - a) Class log
  - b) Anecdotal records
  - c) Checklists
  - d) Running records
  - e) Frequency counts
  - f) Conversations
  - g) Time samples
  - h) Standardized measures
  - i) Rating scales
  - j) Work samples
  - k) Technology
5. Discuss issues related to use of observation and assessment tools, including: (F6)
  - a) Advantages and disadvantages (C5)
  - b) Pitfalls to avoid (F9)
  - c) Time management (C1)
  - d) Sharing information with children and families (C11, C14)
6. Match observation and assessment methods to developmental areas for which they are most appropriate. (F8)
7. Utilize a variety of observation and assessment tools to gather information about: (C5)
  - a) An individual child
  - b) A group of children
8. Amplify, analyze, and reflect on gathered data to:
  - a) Document developmental progress (C5)
  - b) Note typical and atypical behaviors (C7)
  - c) Specify areas for intervention (F9)
  - d) Plan curriculum (F8)
  - e) Suggest modification for environments (C17)
9. Compile observation and assessment data on an individual child to form portfolio, including written summarization of child’s skills in a variety of developmental areas. (F2, C6, C7)

10. Demonstrate appropriate communication methods for sharing portfolio with child’s family. (F5, F6, F15)
11. Utilize technology to: (C3, C8, C18, C19)
  - a) Access observation and assessment tools
  - b) Record children’s behaviors
  - c) Organize assessment data
  - d) Create assessment documents
12. Display professionalism and ethical behaviors by:
  - a) Engaging in respectful interactions with children and adults (F15)
  - b) Maintaining confidentiality (F17)
  - c) Using assessment to positively influence children’s development (F8)

### Methods of Evaluation

1. Regular class attendance
2. Participation in class discussion and activities
3. Exams
4. Weekly written assignments
5. Key Assessment – Child Portfolio

### Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating:** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations to daily reports and to term papers.

**Plagiarism:** Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

### SCANS and Foundation Skills

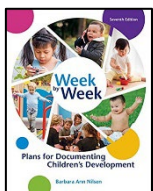
Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

### Verification of Workplace Competencies

- ✚ Each student will complete a portfolio assessment of an individual child; narrative summary to be placed in student’s Professional Portfolio.

## SPECIFIC COURSE REQUIREMENTS

### Textbook and Materials



Nilsen, Barbara Ann (2017)  
**Week by Week: Plans for Documenting Children’s Development, 7<sup>th</sup> Edition.**  
 Cengage Learning  
 ISBN13: 9781305501003

- \*3 ring binder for course notebook
- \*Notebook or file for student portfolio project

## Attendance Policy

- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
- More than three absences from class may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
- If a student finds that s/he cannot meet the requirements for successful completion of the course, s/he should contact the instructor ASAP.
- If a course drop is necessary it is the student's responsibility to complete that process through one of SPC's Student Support offices.
- Final drop date for the college is **April 28, 2022**.

## Assignment Policy

- All written work is due according to the course schedule in Blackboard.
- Late assignments will receive a deduction of 10% each week, up to two weeks.
- Assignments later than 2 weeks will NOT be accepted, unless arrangements have been made with instructor.

## Grading Policy

Attendance & Participation	150 points
Exams (2@150)	300 points
Weekly Assignments (12@25)	300 points
<u>Key Assessment Project</u>	<u>250 points</u>
	1000 points

900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F

Students must earn a **C or above** for course to be applied to Child Development degree plan.

## Communication Policy

- Communication for this course will take place during face-to-face class time, and through Blackboard.
- Students may also use SPC email to contact instructor. Messages should include course information in the subject line. **For example: CDEC 1323 Observation & Assessment**
- For quick messages, texting is also acceptable. **806-786-5489**

## Student Conduct

Students are expected to abide by standards of conduct as defined in the SPC Student Guide. See signature page at end of syllabus.

## Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

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## COURSE OUTLINE

### A. Introduction

1. Rationale for Assessment
2. Portfolio Assessment
3. Ethics and Confidentiality

### B. Class List Log

1. Description, Implementation, Documentation
2. Application to Separation & School Adjustment

### C. Anecdotal Recordings

1. Description, Implementation, Documentation
2. Application to Self-Care

### D. Checklists

1. Description, Implementation, Documentation
2. Application to Physical Development

### E. Running Records

1. Description, Implementation, Documentation
2. Application to Social Development

### F. Frequency Counts

1. Description, Implementation, Documentation
2. Application to Emotional Development

### G. Conversations

1. Description, Implementation, Documentation
2. Application to Language and Speech

### H. Time Samples

1. Description, Implementation, Documentation
2. Application to Attention Span

### I. Standardized Measurements

1. Description, Implementation, Documentation
2. Application to Cognitive Development

### J. Rating Scales

1. Description, Implementation, Documentation
2. Application to Literacy

### K. Work Samples

1. Description, Implementation, Documentation
2. Application to Creativity

### L. Portfolio Assessment

1. Compilation of Child Portfolio
2. Conferencing with Families

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## ACCOMMODATIONS

### Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### Disabilities Statement:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

### Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations, you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Director of Health and Wellness at 806-716-2362 for assistance.

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## SCANS COMPETENCIES

### RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

### INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

### SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

### TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

## FOUNDATIONS SKILLS

### BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

### THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

National Association for the Education of Young Children (NAEYC)  
**Professional Standards and Competencies for Early Childhood Educators**

**Standard 1: Child Development and Learning in Context**

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

**Standard 2. Family-Teacher Partnerships and Community Connections**

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

**Standard 3. Child Observation, Documentation, and Assessment**

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

**Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

**Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

**Standard 6. Professionalism as an Early Childhood Educator**

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



- I have reviewed the syllabus for this course and understand the requirements as described.

Course: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_