

## **ECE\* K210 (formerly CDV K126)**

### **3 CREDIT HOURS**

#### **OBSERVATION PARTICIPATION & SEMINAR**

*Prerequisite: ENG\* K101; ECE\* K101 and ECE\* K182 recommended.*

The course emphasizes techniques and strategies for recording children's (ages 0-8) behavior accurately and objectively through portfolio assessment. The course reviews CT Statewide Department of Education benchmarks and performance standards, and identifies the methodologies best used for assessment. The importance of child development from birth to eight years is emphasized and used in observation of children in a childcare setting, preschool programs, and K-3 classes.

#### **Outcomes:**

Upon successful completion of the requirement of this course the student will be able to:

1. Demonstrate an understanding of the whys of observations
2. Demonstrate the ability to observe, record, and analyze developmental domains through prescribed observational techniques
3. Demonstrate the ability to create a working portfolio for one child using at least 6 methodologies of assessments and observations
4. Demonstrate familiarity with technology e.g. digital camera, video camera, computers and tape recorder that can enhance the quality of an observation.
5. Respond to journal entries as mechanism for self-reflection, and discovery.
6. Effectively plan, implement and evaluate how to use observation and recording in a classroom.
7. Demonstrate ability to use observational skills and developmental Knowledge to identify developmental concerns.
8. Demonstrate ability to incorporate The Connecticut Framework Preschool

Assessment Framework (2050) principals into a portfolio.

#### **Method of Evaluation**

- Class participation and individual contribution.
- Short essay quizzes
- Reflective Journals
- Mock Parent Conference Roles
- Professional Portfolios
- Literacy
- Group Respect and Professional Dispositions

#### **Required Text**

Nilsen, Barbara. (2001) *Week by Week Plans for Observing and Recording Young Children, Second Edition.* Delmar Thomson Learning, Albany, NY.

*The Connecticut Framework Preschool Assessment Framework, State of Connecticut, State Board of Education 2005.*

**Other Books of Interests:**

Bredenkamp, S. and Rosegrant T. (1992). *Reaching potentials: appropriate curriculum and assessment for young children, Vol I.* Washington, DC: National Association for the Education of Young Children.

Helm, J.H., Beneke, S. Stenheimer, K. (1998). *Windows on Learning; Documenting Young Children’s Work.* New York: Teachers College Press.

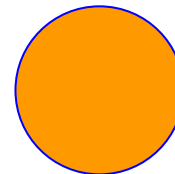
McDonald, Sharon. (1997). *A Portfolio And Its Use: A Road Map for Assessment.* Little Rock, AR: Southern Early Childhood Association.

**CLASSROOM POLICIES**

- RESPECT: WE MUST ALLOW ALL PARTICIPANTS THE RIGHT TO LEARN WITHOUT JUDGEMENT, DISRUPTIONS OR ATTITUDE.
- YOU ARE ALL WORKING WITH DIVERSE LIFE EXPERIENCES AND COGNITIVE ABILITIES. MUCH OF THIS CLASS WILL BE INDIVIDUALIZED TO ACCOMMODATE THIS DYNAMIC.

**College Withdrawal Policy**

See College Calendar within the Syllabus.



Grading System

Grades	Equivalent	<u>Quality Points</u>
A	94- 100	4.0
A-	90- 93	3.7
B+	87- 89	3.3
B	83- 86	3.0
B-	80- 82	2.7
C+	77- 79	2.3
C	73- 76	2.0
C-	70- 72	1.7
D+	67- 69	1.3
D	63- 66	1.0
D-	60-62	0.7

**Disabilities Statement**

If you have a hidden or visible disability, which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, you may choose to notify and consult with services to students with disabilities, or the Disabled Student Counselor. You may check the Three River’s Handbook or web page for specific information related to these services.

**Cellular Phones and Beepers**

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode.

**Grading System**

**Class Attendance, Participation and Disposition**

All absent classes or negative dispositions work against your grade. (see attached dispositions in prep for Student Teaching I or II. This is a 6-week intense course – participation and attendance are critical to your success. Each class missed will count against these 200 points. Off tasks behaviors, negative attitudes and unprofessional class time conversations will be taken from this point average. It is expected that students participating from specific grant domains will understand that activities or questions related to these domains will be addressed outside of the academic classroom. Outside research, team building, assisting others outside of class, positive leadership and taking extra steps to read, study and investigate the observation process will warrant extra points. Each student will have a voice so please allow others this freedom by LISTENING – thanks

**150 points**

<b>Midterm</b>	150 points
<b>Observations Hypothesis Plan</b>	100 points
<b>Journals</b>	150 points
<b>Portfolios:</b> include class assignments, observation tools, assessments, and 6 observation tools.	400 point
<b>Parent Conference</b>	<b>50 point</b>
<b>Web CT</b>	<b>Extra Credit</b>
<b>Total Points:</b>	<b>1000 /10 see below</b>

Name:

Address:  
Include Town, State, Zipcode

Home Phone:                      Day Phone:                      Cell Phone:

Email Address:

Place of Employment:

Background in Education/Early Childhood:

Reason for taking this Class:

Apprehensions regarding this Class:

In your current or past work experiences how did you document how children grow and learn?

Do you have any experience in formally documenting children's development?

Have you ever been in a parent conference and in what capacity? Please describe.

Please document your knowledge of child development.

What are you most excited to take from this class:

What modality do you use for leaning?

How familiar are you with digital cameras, videos, or computers?

