

Observation, Participation and Seminar

Summer 2010



Sheila Skahan, M.S.
ECE K210, TUES/THURS 9:00 -12:15

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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.

Course Outcomes:

Upon completion of the course, the students will be able to:

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

1. Demonstrate an understanding of the goals, benefits and uses of assessment and observation.
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 in a responsible way.
7. Demonstrate ability to use observational skills and developmental knowledge to identify developmental concerns and knows about assessment partnerships with families and other professionals.
8. Demonstrate ability to incorporate The Connecticut Framework Preschool Assessment principles 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

FIRST - 6 WEEK Module

May 21	Last Day to Drop Classes for Full Tuition Refund
May 24	Classes Begin
May 31	Memorial Day Observed – College Closed
June 15	Last day to apply for fall (December '10) Graduation
June 30	Last Day to Withdraw from Classes
July 5	Independence Day Observed – College Closed
July 7	Last Day of Classes
July 9	Final Grades Due

Week	Topic	CHAPTERS	RELATES TO NAEYC	What is Due? This will be announced each week – you are to fill this in.
Week One May 25 th	Why Observe? Class List Log	Introduction and Chapter One	Understands the goals, benefits and uses of assessment tools and approaches. 3.1	
May 27	Anecdotal Records	Chapter 2	Student know and understand the multiple influences on development and learning. 1.2.	
Week Two June 1	Portfolio ABC Analysis	Chapter 14 th Separate Handout	Students know about assessment partnership with families and other professionals. 3.4	
June 3	Running Records	Chapter 4	Students understand and practice responsible assessment. 3.3	
Week Three				
June 8 th	Checklists Functional Behavioral Parent Information	Chapter 3 Separate Handout	Students understand and practice responsible assessment. 3.3 Students know about assessment partnership with families and other professionals. 3.4	
June 10 th	Worksampling	Chapter 10	Student knows and understands the multiple influences on development and learning. 1.2.	
Week Four				
June 15 th	MIDTERM Standardized	Chapter 8	Students understand and	

	Measurements		practice responsible assessment. 3.3.	
June 17 th	Conversations for Speech; Technology	Chapter 6 Chapter 11	Students engage in continuous, collaborative, learning to inform practice in education. 5.3	
Week Five				
June 22	Using Rating Scales at Literacy	Chapter 9	Students know a variety of teaching and learning as the foundation for their work with children. 4.1	
June 24	Frequency Count Benchmarks	Chapter 5	Students engage in continuous, collaborative, learning to inform practice in education. 5.3 Students understand and practice responsible assessment. 3.3.	
Week Six				
June 29	Documentation For Child Abuse	Chapter 12	Students know about and uphold ethical standards and other professional guidelines	
July 1st	Final Presentations; Family Conferences	Review Chapter 14 th ; Edit work	Student can support and empower families and communities in children's development and learning.	
July 6 th	Come pick up your portfolio			

*** ASSIGNMENTS SUBJECT TO REVISION ***

ECE K210 Summer 2010

Additional Readings and Resources – Please download

<http://www.sde.ct.gov/sde/site/default.asp>

CT State Dept of Education Webpage – curriculum for all ages

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf

Download Preschool Benchmarks

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf

Download Preschool Assessment

<http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf>

PRESCHOOL FLIPCHART

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/CT_Preschool_Learning_Standards_Crosswalk.pdf

New Standards – Preschool

http://literacynetwork.verizon.org/fileadmin/popups/ele_read_bench.html

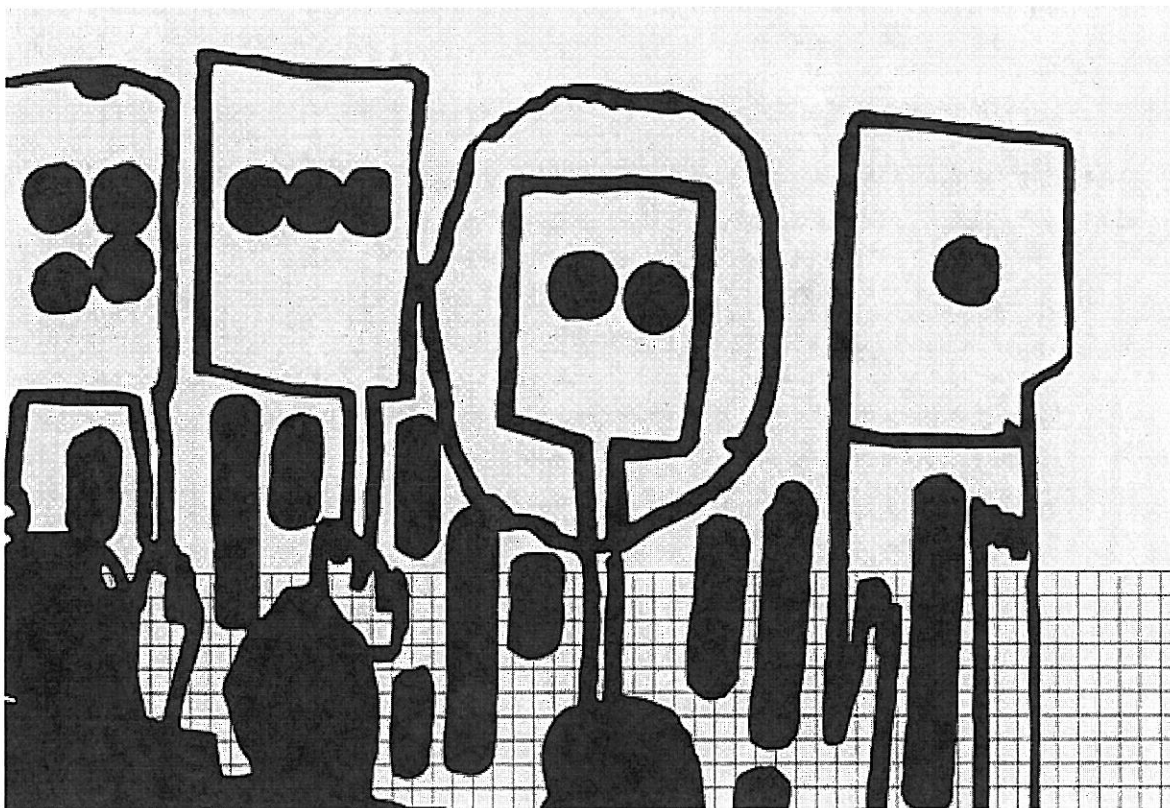
EARLY READING BENCHMARKS FOR FAMILIES K-2

<http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf>

Benchmarks and Milestones including BIRTH TO AGE 5 – Washington State

Other Resources:

- [American Academy of Pediatrics](#)
- [Devereux Early Childhood Initiative](#)
- [Early Head Start National Resource Center](#)
- [National Association for the Education of Young Children](#)
- [National Infant and Toddler Child Care Initiative](#)
- [National Scientific Council on the Developing Child](#)
- [Starting Smart: How Early Experiences Effect Brain Development](#) [1.08MB]
- [Washington State Early Learning and Development Benchmarks](#) [60.6MB]
- [Zero to Three](#)



Course Requirements and Grading System:

1. Class attendance, Participation, Cooperation
And Professional Conduct – see policies.
Points deducted for unexcused absences..... 125
 2. Quizzes, Short Essays, Lab Assignments..... 150
 3. Midterm..... 150
 4. Journal..... 150
 5. Portfolio: Includes classroom assignments, observation tools,
assessments, and seven methodologies.
Approx. 10-15 hours of observation is necessary to fulfill the
Portfolio requirements..... 425
- Total Points..... 1000
Grade = Total points divided by 10.

Classroom Policy:

- We must allow all participants the right to learn without judgment or disruption.

- You will be expected to demonstrate professional conduct and attitudes during class time.
- Students will be responsible for obtaining class notes, handouts, assignments etc. when absent.

Syllabus subject to revision

Missed Classes: For full credits, assignments must be submitted at class time, unless otherwise approved by the instructor. NO CREDIT will be given for late assignments past the grace period with the exception of extreme circumstances.

Special Needs/Disabilities Statement

If you have a hidden or visible disability or special circumstance, which may require my attention or classroom or test taking modifications, please see me as soon as possible, If you have not already done so, please consult with Chris Scarborough, Disabilities Student Counselor or speak to me during the FIRST WEEK OF CLASS.

College Resources

In order to pursue a career in teaching, you MUST be literate. To help you with your writing skills, we have the privilege of working with The Norwich Adult Education who will visit our classroom to give you the resources to improve your writing. **Please UTILIZE** this service; it is an investment of time that will help you tremendously.

Cellular Phones and Beebers

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. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

This class has incorporated the following NAEYC standards into its' goals. Throughout your studies toward your ECE degree you will meet all of these requirements.

E-mails

Please make sure you have a current email address on file with the Registrar's office. Please make sure that you have a professional email not one that reads like a Nickelodeon special <"Ilovebobby@aol" or an R-rated version. Your emails should be professionally.

Throughout the course, our goal is to meet the following National Association of Young Children Standards

NAEYC STANDARDS....

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Teaching and learning

Standard 5: Becoming a professional

The Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources presented.

Grades	Equivalent	Quality Points
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

College Withdrawal Policy: Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 4th week of classes. From the 4th week through the end of the 5th week, a student may withdraw with the signature of the instructor or advisor. See the Three Rivers Web Page for exact deadline.

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 TRCC HANDBOOK 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 Resource Center only if they are turned off or turned to silent mode. NO TEXTING.

Required Text:

Nilson, Barbara (2008). *Week by Week: Plans for Documenting Children's Development (Seventh Ed)*, Albany, NY. Thomson Delmar Learning.

Other Books of Interest:

Beaty, J. (2006). *Observing Development of the Young Child (6th Ed.)* Saddle River, NY: Merrill.

Carter, M. & Curtis, D. (2000). *The Art of Awareness*. Saddle River, NY: Merrill.

Edwards, Gandini, Forman, (1998). *The Hundred Languages of Children*. Westport, CT: Ablex

Engel, B. & Gronlund, G. (2001). *Focused Portfolios*. St. Paul, MN: Redleaf Press.

Owocki, G. & Goodman, Y. (2002). *Kidwatching*. Portsmouth, NH: Heinmann.