

# *Observation, Participation and Seminar*

*Spring 2011*



*John Cormier, M.A.  
ECE K210-Tuesdays 5:30-8:15*

*Three Rivers Community College  
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**ECE\*K210 (formerly CDV K126)****3Credit Hours****OBSERVATION, PARTICIPATION AND 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 of age is emphasized and used in observation of children in a childcare setting, preschool programs, and K-3 classes.

**OUTCOMES:**

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

1. Gain an understanding of basic assessment approaches/techniques with young children
2. Demonstrate an in-depth understanding of the need and purpose for observations
3. Demonstrate the ability to observe, record, and analyze developmental domains through prescribed observational techniques.
4. Demonstrate the ability to create a working portfolio for one child using at least six methodologies of assessments and observations.
5. Demonstrate familiarity with techniques e.g. digital camera, video camera, computers, and tape recorders that can enhance the quality of an observation.
6. Respond to journal entries as a mechanism for self-reflection and discovery.
7. Effectively plan, implement and evaluate how to use observation and recording in a classroom.
8. Demonstrate ability to use observational skills and developmental knowledge to identify developmental concerns.
9. Demonstrate ability to incorporate The Connecticut Framework Preschool Assessment Framework (2050) principals into a portfolio

**METHODS OF EVALUATION:**

- Class participation, individual contribution, and professional disposition
- Short essay/multiple choice quizzes/tests
- Reflective Journals
- Mock Parent Conference Role-Play
- Professional Child Assessment Portfolios
- Literacy

**REQUIRED TEXT:**

Nilsen, Barbara (2001) *Week by Week Plans for Organizing 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 Interest:

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

**CLASSROOM POLICIES:**

- We must allow all participants the right to learn without judgment or disruption
- This class requires work with individuals with diverse backgrounds and abilities. Respect and confidentiality for those we are working with is essential.

Disability Statement – If you have a hidden or visibility disability that requires classroom or test-taking accommodations, please see me as soon as possible to discuss needs and develop an intervention plan.. If you have not already done so, you may choose to notify and consult with services for students with disabilities or a disabilities counselor for assistance. Please check handbook for information on these services.

Cellular Phone Use - Cell phones are permitted in class only if turned off or in silent mode. Receiving or sending text messages in class is unprofessional and therefore prohibited.

Food/Drink – Food and snack food is permitted in class only if it is consumed discretely and does not present distraction to others.

Academic Integrity Policy

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College Definitions of Academic Dishonesty.

General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges) Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**COURSE REQUIREMENTS AND EVALUATION BREAKDOWN:**

<b>Course Requirements</b>	<b>% of Grade</b>
Class Attendance/Participation	10%
Journals	10%
Lab Assignments (observation assignments)	10%
Tests/Quizzes	30%
Professional Portfolio	40%

**GRADING SCALE:**

The following numerical grade system will be used:

<u>Grade</u>	<u>Equivalent</u>	<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
F	<63	0.0

**Attendance Grading-** This course is designed in such a way that weekly attendance is necessary to gain required knowledge to meet course objectives. Therefore, students that are registered for this course are naturally expected to attend class regularly. Class absence will negatively impact your final course grade through your attendance/participation grade (worth 10% of final grade) as follows:

NO ABSENCES = 100 pts.	THREE ABSENCES = 79 pts.
ONE ABSENCE = 96 pts.	FOUR ABSENCES = 70 pts.
TWO ABSENCES = 89 pts.	FIVE ABSENCES = 60 pts.
	SIX or MORE ABSENCES = 00 pts.

*There are no exceptions to this policy. Significant illness leading to class absence will require a conference with the instructor and a doctor's note.*

**Journals** will be collected on the assigned due date. Each entry will be provided a grade ( $\sqrt{+}$  = 100;  $\sqrt{}$  = 85;  $\sqrt{-}$  = 65; "0" = no credit) based on relevance of entry to topic, depth of topic consideration, and clarity of expression.

**Lab Assignments** are expected to be completed and ready for group peer review on the date due. Each lab assignment will be provided a grade of ( $\sqrt{+}$  = 100;  $\sqrt{}$  = 85;  $\sqrt{-}$  = 65; "0" = no credit) based on adherence to proper form/technique and "professionalism" of presentation. Students will be provided the opportunity to submit a second example for grading (due the following week) to improve a grade felt unsatisfactory. A grade no higher than " $\sqrt{}$ " will be given to any lab submitted late.

**Tests/Quizzes**- This course will have three tests covering lecture and book material. A test material review outline will be provided prior to each exam.

**Assessment Portfolio** - A portfolio development and grading rubric outlining content expectations and grading will be provided and reviewed early in the semester.

### **MAKEUPS/MISSED CLASSES:**

Students are required to participate and complete all assignments by the established due date (class absence will not excuse due date completion). Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements with the instructor prior to the date work is due. A grace period of one week is permitted for late work with a 10% automatic point reduction. No credit will be given for late assignments past the one-week grace period without prior instructor consent. It is the responsibility of the student to obtain missed work.

### **EARLY WARNING/WITHDRAWAL POLICY:**

In addition to a review of grading policy and course requirements at the start of the semester, any student at risk for failure will be notified as needed but no later mid-semester and prior to final exam. If you chose to withdraw from the course, please notify the instructor via email or phone. Contact Registration Office to complete official paperwork.

### **SPRING 2011 DATES OF INTEREST:**

Jan 25 -	Class begins
Feb. 2-	Last day to add/drop for partial refund
Feb. 18-	Last day to select audit option
Mar. 15-	Spring Break- Class not in session
May 9 -	Last day to withdraw from class
May 17-	Makeup/Supplemental session – Instructor Discretion
May 21-	Final grades due

### **ECE K210- COURSE CALENDAR**

The instructor reserves the right during the course to modify due dates and assigned material. Assignments are due on date listed.

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>DUE</u></b>
Jan 25	Introduction / Why Observe? Objectivity vs Subjectivity	Journal #1 (in class)
Feb 1	Overview of Assessment and Observer Bias Overview of Professional Portfolio/Permission Form	Chapters: Intro/# 1
Feb 8	Observation Method: Class List and Anecdotal Record Social Adj. And Self-Care Needs Research age-level accomplishments in physical development, self-care, social development	Subject Permission Forms Journal #2 Chapters: #2

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>DUE</u></b>
Feb 15	Observation Method: Check Lists Physical Development Research age-level accomplishments in physical development, self-care, social development	Journal #3 Anecdotal Lab Chapters: #3 Developmental Skill Chart
Feb 22	Test #1 Observation Method: Running Records Social Development stages of play Continued research into developmental standards	Check List Lab Chapter: #4
March 1	Observation Method: Frequency Counts Emotional Development Start collecting work samples	Journal #4 Running Record Lab Chapter: #5
March 8	Observation Method: Conversation (formal/informal) Language and Speech Development	Journal #5 Frequency Count Lab Chapter # 6
March 15 – NO CLASS		
March 22	Observation Method: Time Samples Language and Speech Development Cont. Attention Span / Targeting Behavioral Goals	Journal #6 Communication Lab Chapter: #7
March 29	Test #2 Observation Method: Work Samples Creative Development	Chapter: #10 Time Sample Lab Start technology collection
April 5	Observation Method: Rating Scales Children's Development of literacy	Journal #7 Work Samples Due Chapter: #9
April 12	Assessment Method: Standardized Tests Children's Cognitive Development Multiple Intelligences/Piaget	Journal #8 Chapter: #8 Rating Scales Lab Work Samples Lab
April 19	Observation Method: Technology Sociodramatic Play Promoting Learning through the Environment	*Submit Journal Entries Chapter: #11
April 26	Test #3 Organizing the Portfolio Narrative Portfolio Work/ Peer Review of Narrative/Assessment Hypothesis	Portfolio Narrative/ Assess. Hypothesis Due

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>DUE</u></b>
May 3	Decision-Making from Portfolio Assessment Communicating with Parents Review of Mandated Reporting/Child Abuse	Chapter: #14 Technology Samples Due
May 10	Portfolio Sharing/Mock Parent Conference	Portfolios Due
May 17	Loose Ends / Goodbyes – Portfolios Returned	