



Turtle Mountain Community College  
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[www.tm.edu](http://www.tm.edu)



Course: EC 311H Observations, Documentation, & Assessment  
Instructor: Kathy Jo Henry  
Email: [khenry@tm.edu](mailto:khenry@tm.edu)  
Credit: 3 semester hour  
Class Hours: Tuesday and Thursday 3:00-3:20  
Office Hours: Posted on Office Door 110 I  
Office Phone: 701-477-7862

**Text:** Beaty, Janice, J., Observing Development of the Young Child (7<sup>th</sup> ed.) 2009, Pearson, Merrill Prentice Hall, Upper Saddle River New Jersey

**Supplemental Text:** Allen, K.E., & Marotz, L.R. Developmental Profiles: Birth through Twelve, (5<sup>th</sup> ed.) Clifton Park, NJ: Delmar Thomson Learning; Wood, C., YARDSTICKS: Children in the Classroom Age 4-14, (3<sup>rd</sup> ed.) 2007, Northeast Foundation For Children, Inc., Turner Falls, Ma.

#### **Course Description:**

A study of assessments for children from birth to age eight years of age learning about both formal and informal instruments. Emphasis will be on tools that can be used by teachers of young children when observing, documenting and assessing development. Considerations in choosing, administering, and reporting results of assessments will also be addressed. Field experiences are required.

#### **Course Goals:**

1. Students will observe and record characteristics of the children's environments and describe their effects on children's behaviors and development.
2. Students will observe, record, and assess young children's development and learning.
3. Students will use a variety of different approaches for observing children's interactions with the environment, other children, and adults.
4. Students will describe a variety of appropriate assessment tools and procedures and their purposes, including both formal and informal methods.
5. Students will collect and synthesize relative assessment information that informs practice.
6. Students will use assessment information from observations to plan developmentally appropriate activities, implement plan and evaluate the activity.
7. Students will be able to articulate the importance of collaboration with families and other professionals as it relates to assessment.

#### **Student Attitudes:**

1. To demonstrate sensitivity to differences in family characteristics and social and cultural backgrounds when choosing communication approaches and sharing assessment results.
2. To serve as an advocate for developmentally appropriate practices.

**Methods of Instruction:** includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips, hands-on demonstrations and field-based applications with young children.

**Cultural Content:** The culture of the Turtle Mountain Band of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishinabe people.

**Your Rights and Responsibilities:** If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

**Attendance, Class Participation:** Active participation of all activities, observations and instruction of young children is required; therefore, attendance is very important and will count toward final course grades. **Unexcused absences** will be subject to a loss of (10) grade points for each unexcused absence. If you are ill or have a family emergency, please notify me by email.

**Performance Assessments:** Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

**Statement of Academic Honesty:** Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Course	ND Standards	INTASC	Artifacts	Objectives	NAEYC
EDU 311: Observation, Documentation, & Assessment	50037. 6 Assessments 50037.9 Field Experiences 50037.11 Data Gathering 50015.4 Assessment	# 2 Student Development # 5 Motivation and Management #8 Assessment	Read the research and do compare and contrast activities in class  15 observational prompts Field notes, Summations(parents/Teachers) Reflections  Field notes and reflections  In class writing assignments on Ethics , Confidentiality  Case Study (2 parts)  Research Paper on Observation & Assessment issues.	Understand the role of observation, documentation, assessing & planning in ECE  Demonstrate appropriate written and oral communication Model professional & ethical behavior  Learn to solicit and use information about children's experiences, learning behaviors, strengths, needs, progress from parents, colleagues, and young children.  Usage of observational strategies (frequency, interval, & time samples, checklists, anecdotal & running records, narratives).  Demonstrate understanding how physical settings, schedules/routines, and transitions influence children's learning and development  Minimum 15 hours observation in appropriate setting Describe/define the typical sequence of development in children	#3 Observing, Documenting, and Assessing to Support young Children and families  #4 Using developmentally Effective Approaches to Connect with children and Families

				and atypical markers.  Identify /define DAP as defined by NAEYC and other professional organizations	
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## Course Requirements

### 1. Observations in Early Childhood Programs ( 50 points)

You must complete a minimum of 15 hours of classroom observation during this course. The observations are to be spread across the semester. You are required to take detailed field notes during each of the 10 required observational tasks and complete specific reflective activities associated with those observations. The observation assignments coincide with your chapter text readings. You will be responsible for keeping a "Time Log", an accurate log of dates and times you visited during the semester. Each entry is to be signed/initialed by the cooperating teacher at the time of the observation. There is a scoring guide line for the observations. The completed log is to be handed in at the end of the semester. It will also be expected of you to write a thank-you note to the cooperating teacher at the end of your classroom visits. Photo copy the note and attach it to the "Time Log".

#### a. Field Note , Summaries & Reflection to Accompany the Observations.

There will be structured assignments for each week you are in the early childhood classroom observing. The purpose of this is to practice one or more observation strategies. The goal/objective of each observation and a reflective sheet will be provided for each assignment. You are not to choose a relative to observe. You are to complete your field notes/summaries and reflection paper and bring them to the following week's class for discussion. Your assignments will be collected each week.

#### b. Observation Tasks/Prompts Learning Experiences for Children

##### Child Skills Checklist

Observation 1 - Self esteem

Observation 2 –Emotional Development

Observation 3 –Social Play

Observation 4- Prosocial Behavior

Observation 5- Large Motor Development

Observation 6- Small Motor Development

Observation 7 –Cognitive Development

Observation 8 –Spoken Language

Observation 9- Emergent Literacy

Observation 10 –Art skills

Observation 11 Imagination

Observation 12 Enforcing rules, procedures, routines

Observation 13 Learning Preschool (3 & 4 year olds)

Observation 14 Learning Primary (Kindergarten, First, Second, & Third Grade)

## GUIDELINES FOR OBSERVATION IN SCHOOLS

- Arrive on time as scheduled. DO NOT enter a class after it has begun, or leave before it is over. (This does not apply to primary, self-contained classrooms.) Alter visitations only in a true emergency.
- On the first day of observation, report to the office, introduce yourself and state your purpose for being there. Wear your visitor's pass. Sign in every time you enter and leave the building
- Ask about their parking policies, you may think you have a great spot only to find out at certain times of the day it is not feasible.
- Ask about the school's dress code, and dress appropriately. Dress like a teacher, not a student.
- On the first day, give the completed Observation Contract to your teacher, and find out how to contact him/her in case you have an unexpected schedule change. Return a copy to the course instructor.
- Always enter and leave as quietly as possible, and ask the teacher where to sit and if he/she wants you to help. Remember, however, that you are there to OBSERVE. DO NOT attempt to participate or assist, or comment during the classroom activity unless you are invited to do so by the teacher.
- Take notes on the environment and classroom activities using the observation prompts. Write up the observation as soon as possible.
- Students will submit a Field Notes/Prompts and reflection the following week after the first class meeting.
- Document your times and dates of observations by signing in and out on the Field Experience Sheet your supervising teacher must sign after each initial visit.

### 2. Preliminary Case Study (10 points)

This assignment will help you identify the child you will be observing all semester. You will be give guidelines as to the information you will need to gather. This information will include first name of child, date of birth, gestational information, report of developmental milestones, interview of the parents and the teacher. This information is needed for you final case study.

10 points	The preliminary case writing is complete with name of child, date of birth, gestational information/developmental milestones has been recorded from the interviews with parents/guardians and teacher. Mechanics, spelling, usage and grammar meets the standards of the Teacher Education Writing Rubric
5 points	The preliminary case writing is complete with name of child and date of birth. Information and research regarding gestational /developmental milestones is incomplete. The student did conduct interviews with parents/guardians and teacher. Mechanics, spelling, usage and grammar meet the standards of the Teacher Education Writing Rubric.
0 points	The assignment was not completed.

### 3. Final Case Study (20 points)

This assignment will be a compilation of the observations practiced during the semester, the preliminary case study, theoretical application of a standardized test and a summation for the parents and teacher.

20 points	The preliminary case writing is complete with name of child, date of birth, gestational information/developmental milestones has been recorded from the interviews with parents/guardians and teacher. Observations and application of formal and informal tests are complete. Summarization of the informal and formal testing was presented to parent and teacher. Mechanics, spelling, usage and grammar meet the standards of the Teacher Education Writing Rubric.
15 points	The preliminary case writing is complete with name of child and date of birth. Information and research regarding gestational /developmental milestones is complete. Observations and application of formal and informal tests are complete. The student did conduct interviews with parents/guardians and teacher, but summarization was not shared with parents or teacher. Mechanics, spelling, usage and grammar meet the standards of the Teacher Education Writing Rubric.
0 points	The assignment was not completed.

### 4. Activity Based Project

Student will design a toy, game, activity that will enhance learning for the tasks 1 through 10.

Self esteem

Emotional Development

Social Play

Prosocial Behavior

Large Motor Development

Small Motor Development

Cognitive Development

Spoken Language

Emergent Literacy

Art skills

#### GRADING

90 -100 pts = A	80-89 = B	70-79 = C	60 -69 = D
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Week of	Topic		Chapter	Assignment
Jan. 14/16				Read Chapter 1
Jan. 21/23	Observing to Assess Children's Development		Chapter 1	Read Chapter 2
Jan. 28 /30	Recording and Collecting Observational Data		Chapter 2	Read Chapter 3

Feb. 4/6	Self-Esteem		Chapter 3	Read Chapter 4
Feb. 11/13	Emotional Competence		Chapter 3 & 4	
Feb. 18/20	Infant Toddler Environmental Rating Scale			
Feb. 25/27	Early Childhood Environmental Rating Scale		Chapter 5	Brain Research Paper Due Study for Midterm
Mar. 4/6	Working on Observational Notes		Lab Work	
Mar. 11/13	Working on Observational Notes		Lab Work	Read Chapter 5
Mar. 18/20 – Spring Break	RELAX	REFRESH	REJUVINATE	Welcome Back!
Mar. 25/27	Social Competence			Read Chapter 6
April 1/3	Physical Development		Chapter 6	Read Chapter 7
April 8/10	Cognitive Development		Chapter 7	Read Chapter 8
April 15/17	Spoken Language		Chapter 8	Read Chapter 9
April 22/24	Emergent Writing and Reading Skills		Chapter 9	Read Chapter 10/11
April 29 May 1	Art, Music, and Dance skills  Dramatic Play Skills		Chapter 10 Chapter 11	Read Chapter 12
May 6– Finals Week	Sharing Observational Data with Families		Chapter 12	