ECE 9: Observation and Assessment in Early Childhood Education

Course Information

Semester & Year: Spring 2025
Course ID and Section number: ECE-9-K9350 (059350) Observation/Assessment in ECE
Instructor's name: Misty Knight
Location: Klamath Trinity Instructional Site
Course units: 3

Instructor Contact Information

Office location Klamath Trinity Instructional Site
Office hours: 8:00am to 6:00pm
Phone number: 530 905 0073
Email address: misty-knight@redwoods.edu
Communication notes:

Catalog Description

The appropriate use of assessment and observation tools and strategies to document young children's development and learning. Emphasizes use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals.

Course Student Learning Outcomes

- Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
- Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
- Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Prerequisites/corequisites/ recommended preparation

Advisory: ENGL102 - Developing Reading and Writing
College level reading and writing are required for the students to understand course concepts and complete course assignments.
OR
Advisory: ENGL150 - Precollegiate Reading and Writing
College level reading and writing are required for the students to understand course concepts and complete course assignments.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a

physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the LIGHT Center, counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Student Accessibility Support Services (SASS). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers
Eureka campus
- Phone: 707-476-4280
- Location: Student Services building, first floor SS113

Del Norte campus
- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus
- Phone: 707-476-4280

Student Support Services
Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.
The following online resources are available to support your success as a student:

CR Online Learning Support
Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

Library Articles & Databases
Find the best library databases for your research.

Online Tutoring Resources
Participate in tutoring over Zoom.
To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.
Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline

1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline

741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Log in or set up an account with Timely Care.

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Counseling

Counseling and Advising can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus

- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

Del Norte campus

- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

Klamath-Trinity campus

- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: Summer hours may vary

Basic Needs Center

Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Submit a request for services and information.

Basic Needs Center contact info
- Phone: 707-476-4153
- Email: the-grove@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

Introduction - Library Services for Students - LibGuides at College of the Redwoods promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MCE)

The Multicultural and Equity Center is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The Academic Support Center offers tutoring and test proctoring for CR students.

Student Tech Help

Technical Support provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

EOPS/CARE (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the Eureka TRiO office or the Del Norte TRiO office.

Veterans Resource Center

The Veterans Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

California Work Opportunity & Responsibility to Kids (CalWorks) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority

registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy- All Assignments can be found in Canvas

Rubrics will be found in Canvas attached to each assignment. Please be sure to read them carefully and include any of the required criteria for the assignments. The comments will include feedback for the grades you receive.

Spring 2025 Dates

Date	To Remember
January 17	Last day to register for classes (day before the first class meeting)
January 18	Classes begin
January 20	Martin Luther King's Birthday (All Campuses Closed)
January 24	Last Day to add a class
January 31	Last Day to Drop & Receive a Refund
February 2	Last Day to Drop w/out a "W"
February 3	Census Date (20% of class)
February 14	Lincoln's Birthday (All Campuses Closed)
February 17	President's Day (All Campuses Closed)
March 6	Last Day to Petition to Graduate & Petition for Certificate
March 17 - 22	Spring Break (No Classes)
March 28	Last Day for Student/Faculty Withdrawal
March 31	Cesar Chavez Day (All Campuses Closed)
May 10 - 16	Final Examinations
May 16	Last Day to File P/NP Option

Date	To Remember
May 16	Semester Ends
May 23	Grades Due
May 26	Memorial Day (All Campuses Closed)
May 30	Grades Available for Transcript Release

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2024-2025 College Catalog and CR Board and Administrative Policies.

AI Use Class Policy

Generative AI tools, such as ChatGPT and Google's Bard, are likely to be widely used in the workplace moving forward. It's important for you to understand how to use them ethically and effectively. For that reason, in this class, you will sometimes be invited to use such a tool in the completion of an assignment. In this class, using generative AI tools is not cheating if the outputs are screened by you for accuracy, bias, appropriateness, and fidelity to your perspective.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2024-2025 College Catalog and CR Board and Administrative Policies.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Canvas Information

- Log into Canvas at My CR Portal
- For help logging in to Canvas and general tech help, visit Canvas Support Home
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: Canvas Student Orientation Course

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact Admissions and Records. Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the Student Information Update form-2022.pdf.

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or campus-safety@redwoods.edu if you have any questions. For more information visit Campus Safety. Please review the EurekaEmergencyMap_S24.pdf for campus evacuation sites, including the closet site to this classroom (posted by the exit of each room).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Del Norte Campus Emergency Procedures

Please review the Crescent City campus emergency map for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, visit Campus Safety.

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during

an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.
In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
• Do not leave site, unless it has been deemed safe by the person in command.

Below you will find the weekly topics including assignments:

Module 1

Week 1: Introduction to the course

- **Topics:** Introductions, Syllabus, Essays, One Search, AI, Practice presentations, Annotated Bibliography, APA 7.

- **Objectives:** Expectations for the class, grading, rubrics, how to access academic sources and tools to help with the class.

- **Activities:** Introductions, reading syllabus, group discussions, practice presentation.

Week 2: Introduction to Observation and Assessment

- **Topics:** Overview of child development theories and their relevance to observation and assessment.
- **Objectives:** Understand key child development theories.
- **Activities:** Group discussion on different child development theories.

Introduction to Annotated Bibliography

Week 3: California Infant-Toddler Learning and Development Foundations & California Preschool Learning Foundations

- **Topics:** Review of foundations relevant to <u>infant and toddler</u> development.
- **Objectives:** Identify key components of the foundations.
- **Activities:** Introduction Videos to IT and preschool Foundations

- **Topics:** Overview of <u>preschool</u> learning foundations.
- **Objectives:** Connect foundations with practical examples.
- **Activities: Research Paper -Observation and Assessment Based on Theories of Child Development and Learning**

Week 4: Tools of Observation and Assessment & National Tools for Observation and Assessment

- **Topics:** Purposes and uses of various observation tools.
- **Objectives:** Identify and explain different assessment tools.

National Tools for Observation and Assessment
- **Topics:** In-depth review of ECERS, CLASS, and QRIS.
- **Objectives:** Understand how these tools are implemented.
- **Activities:** Analyze sample assessments using these tools. **Tools of Observation and Assessment-Group Project**

Module 2

Week 5: State Tools for Observation and Assessment

- **Topics:** Focus on DRDP and California early care resources.
- **Objectives:** Recognize the role of state tools in assessment.
- **Activities:** Lecture and Videos on using DRDP. Introduce Reflection essay on the DRDP

Week 6: Observation and Reporting Methods

- **Topics:** Overview of formal and informal reporting.
- **Objectives:** Differentiate between reporting methods.
- **Activities:** Research Paper Overview of Formal and Informal Reporting in Child Development

Legal and Ethical Responsibilities NAEYC's Code of Ethical Conduct
- **Topics:** Confidentiality and legal responsibilities in assessments.

- **Objectives:** Understand ethical standards in observation.
- **Activities:** Discussion on ethical dilemmas with Confidentiality.

Week 7: Data Collection Methods

- **Topics:** Techniques such as direct observation, interviews, and questionnaires.
- **Objectives:** Identify various data collection methods.
- **Activities:** In Class Group Data Collection Project Report Using Child Observation Tools

Week 8: Reporting Methods

- **Topics:** Anecdotal records, running records, and checklists.
- **Objectives:** Learn to effectively document observations.
- **Activities:** Create examples of various reporting methods. Observations for final portfolio In class Practice child practice observations using anecdotal, running records, and checklists.

Week 9: Spring Break
Module 3

Week 10: Subjective vs. Objective Reporting

- **Topics:** Understanding bias in observation.
- **Objectives:** Distinguish between subjective and objective observations.
- **Activities:** Practice refining observations to be more objective and introduce Subjective and Objective Reflection Essay.

Week 11: Qualitative and Quantitative Assessment & Documentation in Observation and Assessment

- **Topics:** Differences and uses of qualitative vs. quantitative data.
- **Objectives:** Analyze both types of data.
- **Topics:** Importance and types of documentation.
- **Objectives:** Understand the purposes of documentation.
- **Activities:** In class group Assignment-Qualitative and Quantitative Assessments in Child Development

Week 12: Situational Factors Impacting Assessment

- **Topics:** External factors influencing observations.
- **Objectives:** Correlate external factors with assessment outcomes.
- **Activities:** In-Class Assignment: Exploring External Factors Influencing Child Observations

Week 13: Using Observation and Assessment in Practice

- **Topics:** Application in monitoring child development and curriculum adjustments. Monitor children's health, well-being, development, and learning. Determine, plan, and adjust teaching strategies and curriculum to meet Various content and curriculum purposes Child's interests, skills, and abilities
- **Objectives:** Plan interventions based on assessment data.
- **Activities:** In-Class Assignment: Monitoring Child Development and Curriculum Adjustments

Module 4

Week 14: Using Observation and Assessment in Practice- environmental design and behavior needs to inform referral and intervention

- **Topics:** First and dual-language learners Environmental design needs Guidance and behavior needs and Inform referral and intervention
- Objectives
- **Activities**: In-Class Assignment: Supporting First and Dual-Language Learners Through Environmental Design and Interventions

Week 15: The On-Going Cycle of Curriculum Development & Collaboration with Families and Professionals.

- **Topics:** Observation Planning Implementation Assessment Reflection
- **Objectives** This assignment aims to enhance students' understanding of the environmental design needs and behavioral support necessary for first and dual-language learners. Students will collaborate to develop strategies for observing, assessing, and planning effective interventions that support language development and positive behavior in diverse learning environments.
  - **Topics:** Use of assessment data Promoting family involvement Referral processes National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct Record keeping Rights of children and families
  - **Objectives:** Develop strategies for effective collaboration.
  - **Activities:** In-Class Assignment: The Ongoing Cycle of Curriculum Development and Collaboration with Families and Professionals Using a Case Study

Week 16: Finals Presentations

Assignment: Creating a Fictitious Child Observation Portfolio- Presenting the Portfolio to the class

Week 17: Finals Week
Creating a Fictitious Child Observation Portfolio- Presenting the Portfolio to the class

continued.