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Spring 2026

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# College of the Redwoods



## Course Information

Semester & Year: Spring 2026

Course ID & Section #number: Observation and Assessment in ECE - V9961

Instructor's name: Michelle Hancock

Day/Time of required meetings: N/A

Course units: 3



## Instructor Contact Information

Office location or Online: <https://canyonsonline.zoom.us/j/9492207244>

Office hours: Mondays online 9:00 - 11:00 a.m., Tuesday - Thursday available for calls or zoom 9:00 - 11:00 a.m.

Phone number: 707-339-0488

Email address: [michelle-hancock@redwoods.edu](mailto:michelle-hancock@redwoods.edu)





## Required Material

The textbook will be included in the Canvas Classroom.



## Catalog Description

This course introduces the appropriate use of assessment and observation tools and strategies to document young children’s development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals.




## Course Student Learning Outcomes

- Complete systematic observations and assessments of children’s development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum
- Complete systematic observations and assessments of children’s development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum
- Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.



## Course Calendar

Week of:	Topic	Readings	What's Due
 January 19	Introductions	Syllabus	Introduction Posts (Tues/Sun)

			Note to Michelle (Tues) Introduction Quiz (Sun)
Week 2 January 26	How Do We Observe?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Observing Still Photos (Sun) Focus Child Selection (Sun)
Week 3 February 2	Why Do We Observe?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 4 February 9	What Are We Looking For?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)



<p>Week 5 February 16</p>	<p>What Tools Do We Use to Observe?</p>	<p>Reading will be found in the weekly course module</p>	<p>Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)</p>
<p>Week 6 February 23</p>	<p>How Do We Assess?</p>	<p>Reading will be found in the weekly course module</p>	<p>Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)</p>
<p>Week 7 March 2</p>	<p>Why Do We Assess?</p>	<p>Reading will be found in the weekly course module</p>	<p>Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)</p>
<p>Week 8 March 9</p>	<p>How Do We Organize and Use Assessment Results?</p>	<p>Reading will be found in the weekly course module</p>	<p>Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun)</p>



			Focus Child Assignment (Sun)
March 16	Spring Break	Spring Break	Spring Break
Week 9 March 23	Collecting Evidence- DRDP Domains ATL-REG and SED	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 10 March 30	Collecting Evidence- DRDP Domains LLD, ELD and COG	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) ECERS Practice Assignment (Sun)
Week 11 April 6	Collecting Evidence- DRDP Domains PD-HLTH & HSS	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 12 April 13	Collecting Evidence- DRDP Domain VPA	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun)



			<p>Reading Quiz (Sun)</p> <p>Reading Response (Sun)</p> <p>Focus Child Assignment (Sun)</p>
<p>Week 13 April 20</p>	<p>Observe/Plan/Implement/Evaluate-Intentional Teaching</p>	<p>Reading will be found in the weekly course module</p>	<p>Weekly Discussion (Fri/Sun)</p> <p>Reading Quiz (Sun)</p> <p>Reading Response (Sun)</p> <p>DRDP (Sun)</p>
<p>Week 14 April 27</p>	<p>Collaborating with Families and Professionals</p>	<p>Reading will be found in the weekly course module</p>	<p>Weekly Discussion (Fri/Sun)</p> <p>Reading Quiz (Sun)</p> <p>Reading Response (Sun)</p>
<p>Week 15 May 4</p>	<p>Planning the Family Conference</p>	<p>Reading will be found in the weekly course module</p>	<p>Weekly Discussion (Fri/Sun)</p> <p>Reading Quiz (Sun)</p> <p>Reading Response (Sun)</p> <p>Conference Form (Sun)</p>



Week 16 May 11	Finals Week		End of Semester Online Conference (Monday - Friday)
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## Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Remember, this is a college class, so college level work is expected. Standard font sizes, proper capitalization/punctuation, etc. A rubric will be provided for each assignment. This is a college level class and work submitted should be reflected to show that.

The following policies applied to **late work** during our time together:

- 1) One missing discussion post and one journal post will be accepted from each student during the semester for 50%.
- 2) You may request 1 missing quiz be reopened the final week of class.
- 3) Assignments (other than discussion posts and tests) can be turned in for a reduction of 5% per day, so if you submit 2 days late, the score will be reduced by 10%.

If you know there will be a major event that is going to create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss the situation before it occurs. The late policies still apply, but we can discuss how you can complete your work in advance.



## Prerequisites / Co-requisites / Recommended Preparation







## 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](https://www.redwoods.edu/services/sass/light.php) , [counseling and advising, alternate formats of course materials \(e.g. audio books or E-texts\), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more.](https://www.redwoods.edu/services/sass/light.php) If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](https://www.redwoods.edu/services/sass/index.php) , [. \(https://www.redwoods.edu/services/sass/index.php\).](https://www.redwoods.edu/services/sass/index.php)

If you are unsure whether you qualify, please contact SASS for a consultation:  
[SASS@redwoods.edu \(mailto:SASS@redwoods.edu\)](mailto:SASS@redwoods.edu).

### SASS office locations and phone numbers

#### Eureka campus

- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113

#### Del Norte campus

- Phone: 707-465-2353
- Location: Main building, near the Library

#### Klamath-Trinity campus



- 707-476-4280



## Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, 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 a lack of academic integrity, 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

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

While some instructors may allow the use of AI in course work, I do not. I feel working with children makes it imperative that we are critical thinkers who work to absorb as much information as possible to help us better meet the needs of children. We must learn this information for ourselves!



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