

# Syllabus

**ECED1060**

**Observation, Assessment and Guidance**

**2013**

## **Committee Members:**

Barbara Beck, Central Community College

Tyler Esch, Mid-Plains Community College

Sharyn Thomas, Northeast Community College

Julie Miller, Southeast Community College

Linda Mattern-Ritts, Western Nebraska Community College

Lisa Brestel, Central Community College

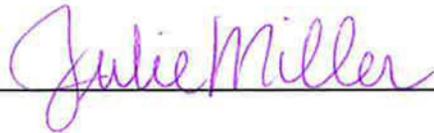
Jackie Zeckser, Central Community College

Loretta Hauxwell, McCook Community College

Belle Scheef, Metropolitan Community College

Brigid Quinn, Little Priest Tribal College

Facilitator: Julie Miller



Date Reviewed: April 19, 2013

Chief Instructional Officer



Date Approved: 5-17-13

## EARLY CHILDHOOD EDUCATION PORGRAM

### I. CATALOG DESCRIPTION

Course Number: ECED 1060  
Course Title: Observation, Assessment and Guidance  
Prerequisite: None

Catalog Description: This course introduces a variety of observation, assessment and guidance strategies used in early childhood education settings birth through age eight.

Credit Hours: 3.0 Semester Hours/4.5 Quarter Hours

### II. COURSE OBJECTIVES AND COMPETENCIES

The course will:

1. Identify the types of observation and assessment based upon Nebraska state and national guidelines and standards.
2. Identify principles relevant to guidance observation and assessment.
3. Delineate the goals, objectives and techniques of positive guidance.
4. Examine biological, environmental, cultural and other factors that impact children's behavior.
5. Identify strategies for building partnerships with families and agencies for referrals and collaboration.
6. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

### III. STUDENT LEARNING OUTCOMES:

The student will:

1. Demonstrate the ability to utilize a variety of methods of observation and assessment
2. Explain the difference between screening and assessment
3. Demonstrate observation and assessment utilizing culturally relevant and ethical principles.
4. Recognize positive age-appropriate guidance techniques with children
  - a. Describe biological, environmental, and cultural factors impacting children's behavior.
  - b. Recognize the motives and reasons for problem behavior in young children.
5. Explain how to communicate with families and agencies regarding areas of concern with children.
6. Explain the importance of good relationships between parents, teachers, and children.

### IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Role of Observation and Assessment within the ECED Classroom
- B. Methods of Observation and Assessment
- C. Connections between Observation, Assessment and Guidance
- D. Guidance Techniques
- E. Partnerships with Parents

### V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Gartrell, Dan; A Guidance Approach for the Encouraging Classroom, Thompson Delmar Publishers

Miller, Darla Ferris. Positive Child Guidance. Delmar Publishers Inc.

Nilsen, Barbara Ann. Week by Week: Plans for Observing and Recording Young Children. Delmar Learning.

Reynolds, Eleanor. Guiding Young Children. Mountain View, California. Mayfield Publishing.

Dichtelmiller, Margo L., and Dombro, and Amy Laura, Jablon, Judy R, The Power of Observation: Birth to Age 8, Gryphon House, Inc., Lewisville, NC

#### Supplemental Texts:

Teaching Strategies GOLD Assessment Toolkit for children from Birth Through Kindergarten. Here is the link to the website: <https://www.teachingstrategies.com/page/assessment-early-childhood-overview.cfm>

Dodge, Diane Trister and Colker, Laura, and Haroman, Cate. The Creative Curriculum for Infants, Toddlers and Twos Developmental Continuum Assessment Toolkit. Teaching Strategies

High/Scope Infant and Toddler Child Observation Record, High/Scope Publisher

High/Scope Preschool Child Observation Record, High/Scope Publisher

## **VI. METHODS OF PRESENTATION/INSTRUCTION**

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

## **VII. METHODS OF EVALUATION**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

## **VIII. INSTITUTIONAL DEFINED SECTION**

To be defined by individual institution.

<b>NAEYC Standards, Sub-standards and Key Elements and Supportive Skills</b>	<b>Addressed in Course</b>
<b>1. Promoting Child Development and Learning</b>	
1a. Knowing and understanding young children’s characteristics and needs.	<b>X</b>
1b. Knowing and understanding the multiple influences on development and learning	<b>X</b>
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	<b>X</b>
<b>2. Building Family and Community Relationships</b>	
2a. Knowing about and understanding family and community characteristics	<b>X</b>
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	
2c. Involving families and children in their children’s development and learning	
<b>3. Observing, Documenting and Assessing to Support Young Children and Families</b>	
3a. Understanding the goals, benefits and uses of assessment	<b>X</b>
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	<b>X</b>
3c. Understanding and practicing responsible assessment.	<b>X</b>
3d. Knowing about assessment partnerships with families and other professionals	<b>X</b>
<b>4. Teaching and Learning</b>	
4a. Connecting with children and families	<b>X</b>
4b. Using developmentally effective approaches	<b>X</b>
4c. Understanding content and knowledge in early education	<b>X</b>
4d. Building meaningful curriculum.	<b>X</b>
<b>Key Elements of Standard 4</b>	
4a. Knowing, understanding and using positive relationships and supportive interactions.	<b>X</b>
4b. Knowing, understanding and using effective approaches, strategies, and tools for early education.	<b>X</b>
4c. Knowing understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines	<b>X</b>
4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	<b>X</b>
<b>5. Becoming a professional</b>	
5a. Identifying and involving oneself with the early childhood field	<b>X</b>
5b. Knowing about and upholding ethical standards and other professional guidelines	<b>X</b>
5c. Engaging in continuous collaborative learning to inform practice	<b>X</b>
5d. Integrating knowledgeable, reflective and critical perspectives on early education	<b>X</b>
5e. Engaging in informed advocacy for children and the profession	<b>X</b>

<b>Supportive Skills</b>	<b>Addressed in Course</b>
Skills in self-assessment and self-advocacy	
Skills in mastering and applying foundational concepts from general education	
Written and verbal communication skills	<b>X</b>
Skills in making connections between prior knowledge/experiences and new learning	<b>X</b>
Skills in identifying and using professional resources	<b>X</b>