

**College of Education and Human Development**

**Department of Teaching & Learning**

T & L 311 Observation and Assessment of Young Children

Spring 2008 Course Syllabus

Instructor:	Dr. Grace Onchwari
Instructor's office:	101F Education Building
Instructor's office hours	TR: 2:00 PM – 4:00 PM. Monday & Wednesday by appointment
Instructor's phone number:	(701) 777-3378
Instructor's email address:	<a href="mailto:grace.onchwari@und.nodak.edu">grace.onchwari@und.nodak.edu</a>
Class Meeting:	TR 9:30 – 10:45 AM.
Class Location:	Education 301
Class hours:	3 credits
Required Text:	Wortham, S. C. (2005). <i>Assessment in Early Childhood Education</i> . Fourth Edition. Upper Saddle River, NJ: Merrill/ Prentice Hall
Supplementary Text:	Cohen, D.H., Stern, V., & Balaban, N. (1997) <i>Observing and Recording the Behavior of Young Children. Fourth Edition</i> New York: Teachers College Press

**Note:** Supplemental readings may be assigned by the instructor.

- 1. Course Description:** This course is an introduction to child study through regular observations of young children. A variety of topics regarding child study are covered including reporting methods, types of observation, and the many environments in which a child can be observed. Time in a classroom setting is required.
- 2. Department of Teaching & Learning Conceptual Framework:** The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

**3. Course Objectives:** Through a variety of instructional methods such as lectures, discussions, quizzes, field experiences, videos, presentations, writings, individual/group work and engagement with guest speakers students will:

- Asses typical and atypical development of children for the purposes of providing for individual needs and guiding young children appropriately (ESPB-ECE Standard 8.81), (INTASC #1, 2)
- Demonstrate an interest in the regular observation of young children as a necessary part of early childhood education. (ESPB-ECE Standard 8.8.6), (INTASC #8)
- Apply concepts in real practice; observe, record, and assess young children's development and learning, as they participate in play oriented activities, for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual needs. (ESPB-ECE Standard 8.8.1 & 8.8.6), (INTASC #1, 2, 8)
- Demonstrate the ability to write clear and accurate case study observation description reports. (ESPB-ECE standard 8.8.6), (INTASC #8)
- Begin to understand and practice the need to look for subtle changes observed in children over time and changing environments. (ESPB-ECE Standard 8.8.6), (INTASC #8)
- Demonstrate competency in the administration, modification, and interpretation of at least one instrument in each of several types of data collection (e.g. screening, developmental assessment, rating scales, anecdotal note-taking, and observation).

#### **4. Course Requirements:**

A. **Professionalism:** The following behaviors will be expected of all students enrolled in this class:

- Arrive to class on time, and leave at the scheduled time.
- Turn beepers and cell phones off during class time. If it rings you give a treat to the class
- Avoid talking and visiting when peers are sharing and trying to learn in class.
- Pay attention when others are speaking and when a lecture is going on.
- Avoiding chitchat outside of scheduled group discussion.
- Actively participate in class activities and discussions.
- Interact respectfully with the instructor and your peers at all times.

Failure to meet the above behavioral expectations may result in a dispositions conference request and a subsequent report filed with the Director of Teacher Education.

B. **Dispositions:** Professional disposition are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, Professional Dispositions for UND Teacher Education.

C. **Live text Compliance:** Every student admitted to the teacher education program is now required to have purchased the live text software. You will need this to complete one of your assignments in this class – **the child study outline summary**.

- D. Field Experience: You will have opportunities over the semester to observe and interact with a child as you complete various assessments. Some class time will be allocated for this. However if this does not work with you, you will need to find time to do this on your own arrangements.

## 5. Course Expectations & Policies

- A. Class Participation:** Attending and participating in class activities demonstrates student's professionalism to the teaching field. Your presence and thoughts are highly valued as we all benefit from each other's diverse experiences. There will be many in class activities that will be completed as we engage in the class content. This requires the support of each other in the class, thus attendance is important. These activities cannot be duplicated for absent students as they take place at the moment.
- B. Late Work:** Late work will be accepted for full credit only by prior agreement in writing with the instructor for legitimate circumstances. Otherwise, one point per day will be deducted for each day past the deadline set for each requirement. Assignments more than **1 week** late will not be accepted (except in the case of a documented emergency need).
- C. UND policy for Incomplete grade:** The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 of 2007-2009 UND Catalog for complete statement for undergraduates.)
- D.** Use Blackboard on a regular basis for announcements, grading, content and assignments.
- E.** Check with another class member for notes or assignments if a class or part of a class is missed.
- E. Essential Functions:** All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Associate Dean for Teaching and Learning and suggest any accommodations that they think will enable them to perform as teacher candidates. The Associate Dean for Teaching and Learning will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.
- F. Exceptionalities:** Students who feel they may need some instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner.

## G. Grievance Procedures

*Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, it is the Department of Teaching and Learning policy to proceed as follows:*

- 1. Any student with an academic grievance should discuss the grievance with the professor, and request mediation with the person.*
- 2. If the grievance is not resolved as faculty level, the student may discuss it with the program coordinator, and request mediation.*
- 3. If the grievance is not resolved at the coordinator level, the student may discuss it with Dr. Glenn Olsen, chair of the Teaching and Learning Department and request mediation.*
- 4. If the grievance is not resolved at the Department level, the student may discuss it with the Associate Dean of Teaching and Learning Department and Dr. Barbara Combs, Director of Teacher Education and request mediation.*
- 5. If the grievance is not resolved at the Director level, the student may appeal it to the Department's Grievance and Appeals committee.*
- 6. If the grievance is not resolved at the Department level, the student should discuss it with Dr. Dan Rice, Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.*
- 7. If the grievance is not resolved at the college level, the student may request a review of the grievance by the Academic Standards Committee of the University. The ASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.*

*It is the student's responsibility to initiate and advance the grievance.*

## 6. Assessment

All work is required to **be typed** and is due on the assigned **due date**. All papers must have **your name** and **course name**, be **double-spaced**, size **12 Font** with standard **one inch margins**. All papers must be **stapled** and **proofread** before being handed in for grading.

<u>Graded Activities</u>	<u>Point Value.</u>
Class activities	120
4 Informal Observation Assessments	80
Child summary outline (live text Assignment)	50
Test Evaluation, administration & write-up	<u>100</u>
Total points	350

### Grading Scale (points)

320 or greater = A	270 – 289 = C	Below 240 or less = F
290 – 319 = B	240 – 269 = D	

## 7. Description of Assignments

- A. Class activities (120 points): once in a while there will be various assessments of your learning from the text or class activities that will be conducted. This may be quizzes, reflections, presentations or class activities, etc. You will be required to engage in discussions, complete group work/projects and activities based on assigned reading for each class session. Points will be awarded at various times throughout the semester for these activities. One must be present to obtain these points and **cannot be made up.**
- B. Observation Assignments: (80 points): You will complete 4 different observations using 4 different informal observation methods and looking at different developmental domains. All observations must be typed. Observations should be on a **child not younger than 2 and not older than eight years old**. Due dates are cited in the syllabus schedule respectively. At the completion of these observations you will write a child summary outline.
- C. Child study summary Outline: (50 points): This will be a summation of the student's learning about the child observed throughout the semester from the observations completed. In the summary you will include all areas of development observed outlining- what specific skills child demonstrated in each of the developmental domains; areas of difficult or weakness; recommendations of instructional strategies for each developmental domain, and a summary of your interpretations of child's development with reflection of how observing will be or not important to you in future. An electronic copy will be turned in at live text and another hard copy in class.
- E. Test Evaluation: (100 points): In groups of 4 students will evaluate one assessment instrument. This evaluation will involve researching the instrument, completing or administering the assessment, writing a summary and critique, and presenting the findings to the class. Then each student will complete an individual write up for their child identifying how child scored and recommendations for future instructional strategies.

Note: Keep all assignments and reflections returned to you so that any discrepancies can be easily and fairly straightened out.

**All work must be turned in by May 1, 2008 to be considered for final grading.  
LAST DAY TO DROP A COURSE March, 28, 2008**

# Jan. 2008

Sunda	Monday	Tuesday	W/day	Thursday	Friday	Saturday
6	Jan. 7	Jan. 8 Gone for conference	Jan.9	Jan. 10 Gone for conference	11	Jan. 12
13	14	Jan. 15 Introductions  <b>Assign online article summary 1pg. &amp; Chapter 1 (Sue) – Due Jan. 17</b>  <b>Field Experience discussion</b>	16	Jan.17  <b>Chapter 1:</b> Overview of assessment Video: failure before kindergarten  Discuss article - <u>Turn in assignment</u> <b>Assign Chapter 1 (Cohen) – Due Jan. 22</b>	18	19
20	21	22 <b>Chapter 1 Discussions</b> - Why observe or keep records?  <b>Selected Observation times due</b>	23	24 Subjectivity and objectivity  Video: learning to look & observe  <b>Assign Chapter 4 &amp; 6 (Cohen) – Due Jan. 29</b>	25	26
27	28	29  <b>Chapter 4 &amp; 6</b> - Recording social emotional development  <b>Assign chapter 10 (Cohen) - Due Jan. 31</b>	30	31  <b>Chapter 10:</b> Recording language & emerging literacy  <b>Assign Chapter 7, 8, &amp; 9 10 (Cohen) - Due Sept. 13</b>	Feb. 1	Feb. 2

# Feb. 2008

Sunda	Monday	Tuesday	W/day	Thursday	Friday	Saturday
3	4	<b>5</b> <b>Chapter 7, 8, &amp; 9: Group Presentations</b>  <b>Assign Chapter 5 (Sue) pg. 97-98 - Due Feb. 7</b>	6	<b>7</b> <b>Chapter 5: Observing with anecdotal Records pg. 97-98</b>  Discuss Observation assgn. # 1  <b>Assign Chapter 5 (Sue) pg. 98-102 - Due Feb. 12</b>	8	9
10	11	<b>12</b> <b>Chapter 5 – Observing with running records pg. 98-102</b>  Discuss Observation assgn. # 2  <b>Assign Chapter 5 (Sue) pg. 103 - 104 - Due Feb. 14</b>	13	<b>14</b> <b>Chapter 5 – What are time/event sampling pg. 103-104</b>  Discuss Observation assgn. # 3  <b>Assign Chapter 6 (Sue) pg. 120 - 141 – Due Feb. 19</b>	15	16
17	18	<b>19</b> <b>Chapter 6 - Assessing with checklists &amp; rating scales</b>  Discuss Observation assgn. # 4  <b>Assign Chapter 6 (Sue) pg. 141 - 150 Due Feb. 21</b>	20	<b>21</b> <b>Chapter 6 - Rubrics - types, how to design and use them</b>  <b>Assign Chapter 3 (Sue) - Due March. 25</b>	22	23
24	25	<b>26</b>  FIELD EXPERIENCE - ORIENTATION WEEK & FAMILIARIZATION OF CLASS	27	<b>28</b>  FIELD EXPERIENCE - ORIENTATION WEEK & FAMILIARIZATION OF CLASS	29	Mar. 1

# March. 2008

S/day	Monday	Tuesday	W/day	Thursday	Friday	Saturday
Mar. 2	3	4 SPRING BREAK	5	6 SPRING BREAK	7	8
9	10	<b>11</b> CARRY OUT OBSERVATION 1	12	<b>13</b> CARRY OUT OBSERVATION 2	14	15
16	17	18 CARRY OUT OBSERVATION 3	19	20 CARRY OUT OBSERVATION 4	21	22
23	24	25 <b>Chapter 3:</b> - Standardized tests - Types, validity & reliability  <b>Observation 1, 2, 3, &amp; 4 Due</b>  <b>-Assign Chapter 4 (Sue) - Due March. 27</b>	26	27 <b>Chapter 4:</b> Using and reporting standardized test  “standardized tests or no standardized tests”  <b>Due: Observation 1, 2, 3, &amp; 4</b>	28	29
30	31	Screening & Child Find process  “Internet search activity”  <b>Screening Handout</b>  <b>Discuss Test administration assignment</b>		Screening demo. In class – Guest speaker  <b>Assign Chapter 7 (Sue) - Due April. 7</b>		



# April 2008

Sunda	Monday	Tuesday	W/day	Thursday	Friday	Saturday
Mar. 30	Mar. 31	<b>Apr. 1</b> FIELD EXPEREINCE WEEK - ADMINISTER TEST	2	3 FIELD EXPEREINCE WEEK - ADMINISTER TEST	4	5
6	7	<b>8</b> Chapter 7- Teacher designed strategies  <b>Assign Chapter 8 (Sue) - Due April 15</b>	9	<b>10</b> Teacher designed assessments activity	11	12
13	14	15 <b>Chapter 8:</b> Performance based strategies	16	17 Working on Group Project - Test administration  <b><u>Child Outline due – live text assignment</u></b>	18	19
20	21	22  Test administration presentations	23	24  Test administration presentations  <b><u>Test administration assignment Due</u></b>	25	26
27	28	29 CLASS REVIEW, END OF CLASS ACTIVITY	30	May 1	May 2	May 3

**NOTE:** The above schedule is subject to change.