



FAYETTEVILLE STATE UNIVERSITY
 School of Education
 Department of Elementary Education

1. LOCATOR INFORMATION

Instructor:	Dr. Beverlyn Cain BU 347 910-672-1537
Course Number and Name:	Educ 308 Observation and Assessment
Semester:	Fall 2009
Credit Hours:	3
Course Location & Meeting Time:	BU 361, Th 6-8:50 pm

2. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

This course is designed to focus on the observation of young children, including techniques for recording observations and using them to design instruction and inform parents. Emphasis is placed on understanding and using different assessment procedures and their purposes and limitations, including on going observation, data collection and analysis. Assessment techniques which support children’s development and learning will be highlighted. Adaptations in assessment which are relevant to the children’s background and values, health appraisals and referral practices as well as the types of assessments specified in IEP’s will be stressed. Observation, assessment and reporting are treated as complementary processes.

4. **Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. **TEXTBOOK** Mindes, G. *Assessing Young Children*, 3rd edition(2007). Pearson Education. Upper Saddle, New Jersey

6. **SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

7..Student Outcomes:

Conceptual Framework Themes

1. Understand, develop and implement the role of cultural context and interpretation in the observation process (**Respect for Diversity and Individual Worth**)
2. Develop competency in documenting data and recording children's progress.(**Knowledgeable and Reflective**)
4. Understanding IEPs and IFSPs.(**Knowledgeable and Reflective**)
5. Build proficiency in techniques of informal and formal observation of children's behaviors.(**Caring Dispositions and Ethical Responsibilities**)
6. Develop an awareness of standardized testing, developmental checklists, screening and evaluation tools.(**Knowledgeable and Reflective**)
7. Demonstrate competency in screening application and individualized instruction(**Respect for Diversity and Individual Worth**)
8. Understand and discuss the role of families, resource agencies, referral and intervention services. (**Communication,Working with families and communities**)
9. Understand and discuss the role of child development theory in the observation process.(**Knowledgeable and Reflective**)
10. Understand the role of technology in observing and assessing the young child. (**Technological Competence and Educational Application**)

8. VI.North Carolina Department of Public Instruction Standards for Birth-Kindergarten Teachers

Standard 2: Birth-Kindergarten professionals understand assessment processes including their goals, benefits and uses.

Indicator 1: Are aware of a variety of appropriate assessment tools and procedures their purposes, including on-going observation, data collection
And analysis.

Indicator 2: Are knowledgeable of informal and formal assessment procedures and
The need for collaboration with families and other professionals.

Indicator 3: Are knowledgeable of health appraisal procedures and referral processes.

Indicator 4: Understand that appropriate assessment is an embedded (rather than pullout) process that supports children's development and learning.

Standard 5: Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, ongoing formal and informal assessments.

Indicator: 1 Collect and synthesize relevant assessment information that informs
practice..

Indicator 2: Share assessment information results with appropriate family and
members and professionals.

Indicator 3: Link assessment information to practice. Including appropriate
Implementation of Individualized Education Plans (IEPs) and
Individualized Family Service Plans (IFSPs)

Indicator 4: Use assessment information, including observation, to plan,
To implement and to evaluate programs.

Standard 7: Birth-Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at-risk.

Indicator 1: Accommodate individual learning styles, needs and interests of All
young children..

Indicator 2: Use strategies and tools that encourage ALL young children's
problem solving, thinking skills and developmental and social
competence.

Indicator 3: Use appropriate technology, including software, multimedia, and
assistive technology, to support and enhance the learning of ALL young children.

Indicator 4: Use a variety of naturally occurring routines and activities, and give
responsive and incidental teaching techniques to promote emergent skill development.

Indicator 5: Develop, implement and evaluate IFSP's and IEPs in partnership
with families and other resources

Indicator 6: Facilitate effective transitions throughout the day.

Indicator 7: Use strengths-based practices as a focus for teaching and learning.

Standard 8: Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation

VII. Course Expectations

Student Behavior Expectations

The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.

2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

3 Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.

4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.

5. Students are not permitted to use profanity in the classroom.

6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

Class Schedule

Module 1 : A Comprehensive Assessment System: Birth-8years
Developing Family Partnerships in Assessment
Observation as the Key Method in the System

August 20-September 17

Chapters 1-3

Introductions

Syllabus Review

“In class activities”

Video”The Eyes Have It”

Assessment

Read ch1.Field Activities Chap 1 pg 24 1-5---Due August 26

Read ch 2 Field Activities Chap 2 pg53 1-4---Due September 2

Read ch 3Field Activities Chap3.pg.95, 1-4 Due September 9

Test on Module 1---September 9 (Online)

Observation hours. 8 Hours to complete at FSU Early Learning Center or an early learning center that is state accredited.

7 hours, Headstart, daycare, home care, kindergarten

First grade.

Use BK website to download observation forms, permission letter.

Module 2 :Using Basic Concepts of Measure
Choosing the Right Measure
Using Alternative Assessment Strategies

September 17-October 8

Video: Assessing Children

Class Topic Meisel's Ounce Scale

Read Ch 4-Field Studies pg 124, 1-3—Due September 16

Read Ch 5- Field Studies pg 157, 1-6. Due September 24 (No class tonight)

Read Ch 6- Field Studies pg 186, Due Sept 30

Check Field Study Books

Test on Module 2 September 28

Module 3:Record Keeping, Reporting and Collaborating with Families and Others
Building A Child Study

October 22- November 5

Video: Study of the Child

Read Ch 7-Field Studies pg 221 1-4-Due October 7

Read Ch 8-Field Studies, pg 254, 1-3. Due October 14

Case Studies in Class Due October 22

The Brigance Assessment Tool to be demonstrated. October 29.

Test On Module 3 October 28

Module 4 : Special Issues in Infant and Toddler Assessment
Issues in Preschool Assessment
Special Issues in Primary Grades

November 3-November 19

Class Topics Infant and Toddler Environment Assessment Scale

Early Childhood Environment Assessment Scale

Video Welcoming All Children

Read Chapter 9-Field Studies pg.280,1-4 Due November 4

Read Chapter 10-Field Studies, pg 309, 1-4 Due November 10

Read Chapter 11-Field Studies pg 350, 1,2,4 Due November 18

Module 4 Test -----November 18

Video: Windows On Learning November 19

Class Activities on collecting work samples

November 26---Thanksgiving Holiday

Other Due Dates

Mini Class Presentations on Position Paper- Dec 3

Child Study Portfolio-----Due Dec 2

Completed Field Books-----Due Dec 2

Online Final Exam -----Dec 10

Specifics for these activities will be given during the semester.

References

Observation and Assessment of the Young Child

1. Almy, M., & Genishi, C (1979). *Ways of studying children* (rev.ed). New York: Teachers College Press.
2. Beatty, J.J (1986). *Observing development of the young child*. Columbus: Merrill Publishing Co. (4th edition, 1998).
3. Byrd, R. S., Weitzman, M., & Auinger, P (1997). with *Increased behavior problems associated delayed school entry and delayed school progress*. PEDIATRICS, 100(4), 654-661.
4. Gaver, D., & Richards, H.C. (1979, Jan./Feb.). *Dimensions of naturalistic observation for prediction of academic success*. Journal of Educational Research.
5. Gonzalez-Mena, J. (1998). *Foundations: Early childhood education in a diverse society*. Mountain View, CA: Mayfield Publishing Company.
6. Harris, A.C. (1993). *Child Development (2nd ed.)*. New York: West Publishing Co.
7. Mindes, G, Ireton, Harold, and Mardell-Czudnowski, C. (1996). *Assessing Young Children*. Albany, New York: Delmar Publishers.
8. Mussen, P.H., Conger, J.J., Kagan, J (1979). *Child development and personality* (5th ed.). New York: Harper and Row
9. Richarz, A.S. (1980). *Understanding children through observation*. New York: West Publishing Company.
10. Stern, V., & Cohen, D. (1958). *Observing and recording the behavior of young children*. New York: Teachers College. (Revised in 1978.)

Online Resources