

## Master Course Outline With Sample Syllabus

### Observation, Documentation, and Assessment ECED 210

#### Course Description

This course is designed to increase objectivity in observing and interpreting children's behavior, to observe developmental characteristics and to increase awareness of typical and atypical patterns of behavior for all children including those with disabilities, developmental delays, language and/or cultural differences. Observation and participation placements are provided for the study of young children at the College's Laboratory School or at an area NAEYC accredited center with the approval of the professor. The students will observe and participate in a center to gain experience and competency in working with young children including those with disabilities, developmental delays, language and/or cultural differences. Weekly seminars devoted to issues in observing and understanding all children's development will extend the individual's observing and participating experiences.

**This course requires student to complete no more than 50 hours of field observation and participation in an NAEYC accredited center.**

**Prerequisite: ECE 101**

**Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:**

Course Objective	Alignment with Standards
1. Objective observation and its importance in working with all children including those with disabilities, developmental delays, language and/or cultural differences	OSEP – Observing and Collecting Data for Progress Monitoring; EI/ECSE Child Development & Early Learning 1.1; Professionalism and Ethical Practice 7.2  PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a  CT CKCs: 4.A.1, 4.A.2

<p>2. CT Documentation and Observation for Teaching System (CT DOTS) and other observation and assessment tools, as well as approaches for planning and supporting all children including those with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP Observing &amp; Collecting Data for Progress Monitoring</p> <p>EI/ECSE Standard One: Child Development and Early Learning 1.1; Standard Four: Assessment Process 4.1</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3b.</p> <p>CT CKCs: 1.B.3, 4.A.3</p>
<p>3. The goals, benefits, and uses of observation, assessment, and documentation to plan for and support the development of young children including those with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP Observing and Collecting Data for Progress Monitoring</p> <p>EI/ECSE Standard 4 Assessment Process 4.1,</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a, and 3c.</p> <p>CT CKCs: 1.B.3, 4.A.3</p>
<p>4. How to connect theories of child development (typical and atypical) to observations and assessments.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds</p> <p>EI/ECSE: All Standard One Child Development and Early Learning, All Standard Four Assessment Processes</p> <p>PS&amp;C for ECE Standard One, Child Development and Learning in Context, 1c, 1d and Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c</p> <p>CT CKCs: 1.A.1, 1.B.1, 1.B.2, 4.A.3 and 4.A.1</p>
<p>5. How observing, assessing, and reflecting on development in all domains is a means of identifying individual needs and planning meaningful, integrated learning and developmentally appropriate experiences for all children including those with</p>	<p>EI/ECSE: Standard One Child Development 1.2; All Standard Four Assessment Processes; Standard Six Using Responsive and Reciprocal Interactions, Interventions, and Instruction 6.3, 6.7</p>

<p>disabilities, developmental delays, language and/or cultural differences.</p>	<p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c</p> <p>CT CKCs: 1.B.3, 2.B.3, 4.A.3</p>
<p>6. How observation and assessment data can be used to form partnerships with all families including families of children with disabilities, developmental delays, language and/or cultural differences and other professionals.</p>	<p>OSEP -Engaging and Communicating with Families and Collaborating</p> <p>EI/ECSE All of Standard 2 Partnering with Families and all Standard 3 Collaborating and Teaming</p> <p>PS&amp;C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b, and 2c and Standard Three, Child Observation, Documentation, and Assessment, 3d</p> <p>CT CKCs, 3.B.4; 4.B.1, 4.B.2; 5.A.1 &amp; 5.A.2, 5.B.1</p>
<p>7. Professional skills such as: communication, collaboration, problem solving, reflection, commitment to the NAEYC Code of Ethics, ability to follow policies and dispositions of effective teachers including sensitivity to culture, language, and ability.</p>	<p>OSEP – Working with Children and Families from Diverse Backgrounds and Collaborating</p> <p>EI/ECSE: All Standard Three: 7.2, 7.4</p> <p>PS&amp;C for ECE Standard, Six, Professionalism as an Early Childhood Educator, 6b,6d, and 6e</p> <p>CT CKCs: 5.A.1 &amp; 5.A.2; 5.C.1</p>

**Student Outcomes: Upon completion of this course, students will be able to:**

<b>Student Outcomes:</b>	<b>Alignment with standards</b>
<p>1. Analyze, discuss and reflect upon the uses of objective observation for understanding typical and atypical child development.</p>	<p>OSEP – Observing and Collecting Data for Progress Monitoring; EI/ECSE Child Development &amp; Early Learning 1.1; Professionalism and Ethical Practice 7.2</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a</p> <p>CT CKCs: 4.A.1, 4.A.2</p>
<p>2. Identify and analyze a variety of observation and assessment methods and tools including implementation of objective observations and apply theories of typical and atypical child development to the interpretation of data recorded.</p>	<p>OSEP Observing &amp; Collecting Data for Progress Monitoring</p> <p>EI/ECSE Standard One: Child Development and Early Learning 1.1; Standard Four: Assessment Process 4.1</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3b.</p> <p>CT CKCs: 1.B.3, 4.A.3</p>
<p>3. Demonstrate an understanding of the goals, benefits and uses of assessment including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP Observing and Collecting Data for Progress Monitoring</p> <p>EI/ECSE Standard 4 Assessment Process 4.1,</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a, and 3c.</p> <p>CT CKCs: 1.B.3, 4.A.3</p>
<p>4. Assess an individual child by applying theories of child development (typical and atypical) to observations with an</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds</p>

<p>understanding of the multiple influences on development and learning.</p>	<p>EI/ECSE: All of Standard One Child Development and Early Learning, All of Standard Four Assessment Processes</p> <p>PS&amp;C for ECE Standard One, Child Development and Learning in Context, 1c, 1d and Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c</p> <p>CT CKCs: 1.A.1, 1.B.1, 1.B.2, 4.A.3 and 4.A.1</p>
<p>5. Use the CT DOTS and other appropriate observation, documentation, and assessment tools and approaches responsibly for planning and support of a child’s individual development in multiple domains.</p>	<p>EI/ECSE: Standard One Child Development 1.2; All of Standard Four Assessment Processes; Standard Six Using Responsive and Reciprocal Interactions, Interventions, and Instruction 6.3, 6.7</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c</p> <p>CT CKCs: 1.B.3, 2.B.3, 4.A.3</p>
<p>6. Apply, explain, and reflect upon how observation and assessment data can be used to form partnerships with families including families of children with disabilities, developmental delays, language and/or cultural differences and other professionals</p>	<p>OSEP -Engaging and Communicating with Families and Collaborating</p> <p>EI/ECSE All of Standard 2 Partnering with Families and all of Standard 3 Collaborating and Teaming</p> <p>PS&amp;C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b, and 2c and Standard Three, Child Observation, Documentation, and Assessment, 3d</p> <p>CT CKCs, 3.B.4; 4.B.1, 4.B.2; 5.A.1 &amp; 5.A.2, 5.B.1</p>
<p>7. Demonstrate professional skills such as: communication, collaboration, problem solving, reflection, commitment to the NAEYC Code of Ethics, ability to follow policies and dispositions of effective teachers including sensitivity to culture, language and ability.</p>	<p>OSEP – Working with Children and Families from Diverse Backgrounds and Collaborating</p> <p>EI/ECSE: All Standard 3 Collaboration and Teaming, Standard Seven Professionalism and Ethical Practice 7.2, 7.4</p>

	<p>PS&amp;C for ECE Standard, Six, Professionalism as an Early Childhood Educator, 6b,6d, and 6e</p> <p>CT CKCs: 5.A.1 &amp; 5.A.2; 5.C.1</p>
8. Provide documentation of the completed, required hours of observation and participation	EI/ECSE: Standard 8 Field and Clinical Experience

**Course Content:**

<b>Course Content:</b>	<b>Alignment with Standards</b>
<p>1. How to observe: objectivity and subjectivity</p> <p>Guidelines for Objective Observations and Recording of children including those with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP – Observing and Collecting Data for Progress Monitoring; EI/ECSE Child Development &amp; Early Learning 1.1; Professionalism and Ethical Practice 7.2</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a</p> <p>CT CKCs: 4.A.1, 4.A.2</p>
<p>2. Appropriate Observation and Recording methods and tools to align with child development theories</p> <ol style="list-style-type: none"> <li>a. CT DOTS</li> <li>b. Anecdotal Records</li> <li>c. Checklists</li> <li>d. Running Records</li> <li>e. Frequency Counts</li> <li>f. Time Samples</li> <li>g. Work Samples</li> <li>h. Using Technology in Observing</li> </ol>	<p>OSEP Observing &amp; Collecting Data for Progress Monitoring; EI/ECSE Standard One: Child Development and Early Learning 1.1; Standard Four: Assessment Process 4.1</p> <p>PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3b.</p> <p>CT CKCs: 1.B.3, 4.A.3</p>

<p>3. Planning for children’s development including children with disabilities, developmental delays, language and/or cultural differences based on observations and assessments</p> <p>Learning Experience Plans  Cycle of Intentional Teaching  Connecticut Early Learning and Development Standards (ELDS)  Connecticut Documentation and Observation for Teaching System (DOTS)  Scientific Research Based Interventions (SRBI)</p>	<p>OSEP Observing and Collecting Data for Progress Monitoring;  EI/ECSE Standard 4 Assessment Process 4.1,  PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment,3a, and 3c.  CT CKCs: 1.B.3, 4.A.3</p>
<p>4. Assessing an individual child by applying theories of child development (typical and atypical) to observations with an understanding of the multiple influences on development and learning.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds  EI/ECSE: All of Standard One Child Development and Early Learning, All of Standard Four Assessment Processes  PS&amp;C for ECE Standard One, Child Development and Learning in Context, 1c, 1d and Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c;  CT CKCs: 1.A.1, 1.B.1, 1.B.2, 4.A.3 and 4.A.1</p>
<p>5. Using the CT DOTS and other appropriate observation, documentation, and assessment tools and approaches responsibly for planning and support of a child’s individual development in multiple domains.</p>	<p>EI/ECSE: Standard One Child Development 1.2; All of Standard Four Assessment Processes; Standard Six Using Responsive and Reciprocal Interactions, Interventions, and Instruction 6.3, 6.7  PS&amp;C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c  CT CKCs: 1.B.3, 2.B.3, 4.A.3</p>
	<p>OSEP -Engaging and Communicating with Families and Collaborating</p>

<p>6. Using observation and assessment data to form partnerships with families including families of children with disabilities, developmental delays, language and/or cultural differences and other professionals</p>	<p>EI/ECSE All of Standard 2 Partnering with Families and all of Standard 3 Collaborating and Teaming</p> <p>PS&amp;C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b, and 2c and Standard Three, Child Observation, Documentation, and Assessment, 3d</p> <p>CT CKCs, 3.B.4; 4.B.1, 4.B.2; 5.A.1 &amp; 5.A.2, 5.B.1</p>
<p>7. Ethical and Professional Issues such as: communication, collaboration, problem solving, reflection, commitment to the NAEYC Code of Ethics, ability to follow policies and dispositions of effective teachers including sensitivity to culture, language and ability.</p>	<p>OSEP – Working with Children and Families from Diverse Backgrounds and Collaborating</p> <p>EI/ECSE: All Standard 3 Collaboration and Teaming, Standard Seven Professionalism and Ethical Practice 7.2, 7.4</p> <p>PS&amp;C for ECE Standard, Six, Professionalism as an Early Childhood Educator, 6b,6d, and 6e</p> <p>CT CKCs: 5.A.1 &amp; 5.A.2; 5.C.1</p>

**Standards:**

CT State Core Knowledge and Competencies (CKC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C for ECE)



## KEY EXPERIENCES:

(CO 1) In-class viewing, and reflection of video demonstrating how and why to observe young children objectively.

(CO 1, 2, and 5) Review and choose a variety of assessment tools that would be most appropriate to use in the observation of children and/or classroom environments.

(CO 1, 2, and 5) Observe, record, evaluate a young child using methods such as: anecdotal, running records frequency counts, checklist, work samples, time samples, and rating scales and the CT DOTS.

(CO 4 and 5) Review Essential Dispositions video from Eastern Connecticut State University and the ELDS and reflect upon its application.  
<https://www.easternct.edu/center-for-early-childhood-education/ct-early-learning-and-development-standards/fostering-essential-dispositions.html>

(CO 7) Review and apply the NAEYC Code of Ethical Conduct.

(CO 2 and 3) Develop an LEP by reviewing, reflecting upon, and using, standards and strategies in the CT ELDS and CT Early Childhood SRBI Strategies Manual.

(CO all) Create a Child Case Study

(CO 5, 6, and 7) Participate in a Mock Family Conference demonstrating an understanding of child development, as well as, professional communication skills such as active listening, ethics, effective partnerships with families and other professionals.

## RESOURCES

### Articles:

Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF>

Inclusion in Early Childhood : A joint position statement from NAEYC and DEC

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC\\_NAEYC\\_ECSummary\\_A.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECSummary_A.pdf)

The Inclusion Lab, 12 Key Practices for High Quality Early Childhood Inclusion

<https://blog.brookespublishing.com/12-key-practices-for-high-quality-early-childhood-inclusion/>

Becoming an Active Listener

<https://wayne.edu/learning-communities/pdf/becoming-active-listener-13.pdf>

How To Prepare for a Parent Teacher Conference

<https://www.cceionline.com/how-to-prepare-for-a-parent-teacher-conference/>

### Checklists:

Cara's Kit: Creating Adaptations for Routines and Activities (article and checklist)

[https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy\\_0.pdf](https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy_0.pdf)

Including Children with Special Needs

<http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf>

Checklist from Quality Star NY adapted from NAEYC and “Are We Supporting Diversity? A Tool for Reflection and Dialogue” Work/Family Directions, Inc.

[http://qualitystarsny.org/resources/FE/FIS/NAEYC\\_Pathways-to-Cultural-Competence\\_Checklist\\_NYS-version.pdf](http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf)

Ages and Stages <https://childdevelopmentinfo.com/wp-content/uploads/2017/02/ages-and-stages-birth-to-5.pdf>

**Children's Books:**

Storyline Online - Rainbow Fish read aloud

<https://www.storylineonline.net/books/the-rainbow-fish/>

The Only One Club - Naliboff

**Videos:**

Eastern CT State University (video)

Essential Dispositions <https://www.easternct.edu/center-for-early-childhood-education/ct-early-learning-and-development-standards/fostering-essential-dispositions.html>

Active Listening Skills For Teachers Part 1

<https://www.youtube.com/watch?v=XSsk7mhkY9g>

Active Listening Skills For Teachers Part 2

<https://www.youtube.com/watch?v=XmelDoZUcFs>

Highlights from a Family Conference

[https://www.youtube.com/watch?v=\\_1l\\_hUMrE0s](https://www.youtube.com/watch?v=_1l_hUMrE0s)

**Standards:**

CT ELDS

<https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

[https://www.ct.gov/oec/lib/oec/GuideToDomainsMar23\\_2016Final.pdf](https://www.ct.gov/oec/lib/oec/GuideToDomainsMar23_2016Final.pdf)

CT DOTS

Manual [https://www.ct.gov/oec/lib/oec/ct\\_dots\\_mnl\\_6618\\_web.pdf](https://www.ct.gov/oec/lib/oec/ct_dots_mnl_6618_web.pdf)

Observation Progression Book [https://www.ct.gov/oec/lib/oec/ct\\_dots\\_progression\\_62518\\_for\\_website.pdf](https://www.ct.gov/oec/lib/oec/ct_dots_progression_62518_for_website.pdf)

Early Childhood SRBI Embedded Strategies Manual

[http://www.ct.gov/oec/lib/oec/earlycare/curriculum/earlychildhood\\_srbi\\_manual.pdf](http://www.ct.gov/oec/lib/oec/earlycare/curriculum/earlychildhood_srbi_manual.pdf)

NAEYC Code of Ethical Conduct

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

**Websites:**

Executive Function <https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>

UConn UCEDD

# **SAMPLE SYLLABUS**

ECE 210 Observation, Participation, and Seminar  
3 credits

Instructor:

Contact Information:

Date/Time/Classroom:

Assignments:

UConn UCEDD

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	<ol style="list-style-type: none"> <li>1. Welcome, Intros, Class overview, Icebreakers</li> <li>2. Discuss Syllabus, Case Study and its components</li> <li>3. Discuss Mock Family Conference</li> <li>4. Review Grading, Seminar Format</li> <li>5. Discuss Selection of NAEYC site and child for case study</li> </ol> <p>Read Aloud: The Only One Club, by Naliboff</p>		<p>NOTE: Students will be observed in their placement settings throughout the semester as they *observe, record and evaluate using the ethical methods described, discussed, and demonstrated in this course.</p>	
2	<ol style="list-style-type: none"> <li>1. *Observation Video Experience and simulated observations</li> <li>2. Objectivity vs Subjectivity</li> <li>3. Discuss Standards and Assessment tools</li> </ol> <p>CT ELDS  <a href="https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf">https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf</a></p> <p>CT DOTS User's Manual  <a href="https://www.ct.gov/oec/lib/oec/ct_dots_mnl/6618_web.pdf">https://www.ct.gov/oec/lib/oec/ct_dots_mnl/6618_web.pdf</a></p> <p>CT DOTS Observation Progression Book  <a href="https://www.ct.gov/oec/lib/oec/ct_dots_progression_62518_for_website.pdf">https://www.ct.gov/oec/lib/oec/ct_dots_progression_62518_for_website.pdf</a></p>	C.O. 1, 2, 3, and 4	<p>Watch the read aloud of Rainbow Fish on Storylineonline.net. Reflect upon how the story connects to observation and understanding of young children</p> <p>Sign Statement of Commitment from NAEYC Code of Ethical Conduct</p>	S.O. 1, 4, and 7

	<p>4. Review Child Observation Forms, and child record, checklists</p> <p>5. *Review and apply the NAEYC Code of Ethical Conduct.</p> <p><a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf</a></p>			
3	<p>1. Cycle of Intentional Teaching</p> <p>2. Early Childhood <b>SRBI</b> Embedded Strategies Manual</p> <p><a href="http://www.ct.gov/oec/lib/oec/earlycare/curriculum/earlychildhood_srbi_manual.pdf">http://www.ct.gov/oec/lib/oec/earlycare/curriculum/earlychildhood_srbi_manual.pdf</a></p> <p>3. *Observe, record, assess using methods such as: anecdotal, running records frequency counts, checklist, work samples, time samples, and rating scales.</p> <p>4. Inclusion Checklists to use during your observation:</p> <p>Cara's Kit: Creating Adaptations for Routines and Activities (article and checklist)</p> <p><a href="https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20a">https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20a</a></p>	C.O. 2, 3 and 4	Use one or more of the Inclusion Checklists to observe and understand the classroom environment. Be prepared to discuss your findings.	S.O. 3 and 4

	<p><a href="#">daptations%20presentations%20correct%20hierarchy_0.pdf</a></p> <p>Including Children with Special Needs  <a href="http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf">http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf</a></p> <p>Checklist from Quality Star NY adapted from NAEYC and “Are We Supporting Diversity? A Tool for Reflection and Dialogue”  Work/Family Directions, Inc.  <a href="http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf">http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf</a></p>			
4	<p>*Eastern CT State University (video)  Essential Dispositions  <a href="https://www.easternct.edu/center-for-early-childhood-education/ct-early-learning-and-development-standards/fostering-essential-dispositions.html">https://www.easternct.edu/center-for-early-childhood-education/ct-early-learning-and-development-standards/fostering-essential-dispositions.html</a></p>	C.O. 4 and 5		
5	<p>How to write an entry  How to write a summary</p>	C.O. 5 and 7	Observe and reflect upon child in physical activities and write your entries.	S.O. 5 and 7



	Physical Domain			
6	Cognition Domain	C.O. 5	Write the Physical summary Observe and reflect upon child in cognition activities and write your entries.	S.O. 1, 4, 5 and 7
7	Early Language, Communication, and Literacy Domain  The Inclusion Lab, 12 Key Practices for high quality early childhood inclusion <a href="https://blog.brookespublishing.com/12-key-practices-for-high-quality-early-childhood-inclusion/">https://blog.brookespublishing.com/12-key-practices-for-high-quality-early-childhood-inclusion/</a>	C.O. 5	Prepare the Cognition Summary  Observe and reflect upon a child in literacy experiences and write your entries.	S.O. 1, 4, 5 and 7
8	Social-Emotional Domain	C.O. 5	Prepare the Literacy summary Observe and reflect upon a child in social-emotional activities and write your entries.	S.O. 1, 4, 5 and 7
9	Creative Arts	C.O. 5	Prepare the Socio-emotional summary Observe and reflect upon a child in creative experiences and write your entries.	S.O. 1, 4, 5 and 7
10	Math Discuss Narrative Summary	C.O. 5	Prepare the creative summary Observe and reflect upon child in math activities and write your entries.	S.O. 1, 4, 5 and 7
11	Science	C.O. 5	Prepare the math summary Observe and reflect upon child in science activities and write your entries.	S.O. 1, 4, 5 and 7
12	Writing an Experience Plan including accommodations and/or adaptations for individual needs	C.O. 3, 4, and 5	*Write a Single Learning Experience Plan	S.O. 3, 4, and 5

13	Using Observations to Conference with Families of all children including those with disabilities, developmental delays, language and/or cultural differences. *View a real or simulated family conference  Explore active listening	C.O. 6	Prepare the science summary  Read: How To Prepare for a Parent Teacher Conference <a href="https://www.cceionline.com/how-to-prepare-for-a-parent-teacher-conference/">https://www.cceionline.com/how-to-prepare-for-a-parent-teacher-conference/</a>  View a video on active listening such as: Active Listening Skills For Teachers Part 1 <a href="https://www.youtube.com/watch?v=XSsk7mhkY9g">https://www.youtube.com/watch?v=XSsk7mhkY9g</a>  Active Listening Skills For Teachers Part 2 <a href="https://www.youtube.com/watch?v=XmelDoZUcFs">https://www.youtube.com/watch?v=XmelDoZUcFs</a>	S.O. 1, 4, 5, 6 and 7
14	Social Studies	C.O. 5	Observe and reflect upon child in social studies activities and write your entries.	S.O. 1, 4, 5 and 7
15	MOCK FAMILY CONFERENCES	C.O.7	Review evidence including photographic and work samples. Complete the social studies summary Complete the Child Case Study	S.O. All
16	Hand in completed * <a href="#">Child Case Study</a> including verification of hours  MOCK FAMILY CONFERENCES	C.O. all  C.O. 7		S.O. All

\*- A Key Experience as listed on Master Course Outline