

**Master Course Outline
With Sample Syllabus**

**Observation, Documentation, and Assessment of Young Children
ECED 2410**

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 DEC/EI/ECSE: 1.1, 7.2 PS&C for ECE: 3a CKCs: 4.A.1, 4.A.2
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	OSEP: Observing & Collecting Data for Progress Monitoring DEC/EI/ECSE: 1.1; 4.1 PS&C for ECE: 3b.

<p>those with disabilities, developmental delays, language and/or cultural differences.</p>	<p>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 DEC/EI/ECSE: 4.1, PS&C for ECE: 3a, and 3c. 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 DEC/EI/ECSE: All Standard One, All Standard Four Assessment Processes PS&C for ECE: All of Standard 1, 3a and 3c 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 disabilities, developmental delays, language and/or cultural differences.</p>	<p>DEC/EI/ECSE: 1.2; All Standard Four; 6.3, 6.7 PS&C for ECE: 1a, 1b; 3a and 3c, 4b, 4c? 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 DEC/EI/ECSE: All of Standard 2 and All Standard 3 PS&C for ECE: 2a, 2b, and 2c, 3d CKCs: 3.B.4; 4.B.1, 4.B.2; 5.A.1 & 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 DEC/EI/ECSE: All Standard Three: 7.2, 7.4 PS&C for ECE: 6b, 6c, 6d, and 6e</p>

	CKCs: 5.A.1 & 5.A.2; 5.C.1
--	-----------------------------------

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

Student Outcomes:	Alignment with standards
1. Analyze, discuss and reflect upon the uses of objective observation for understanding typical and atypical child development.	OSEP: Observing and Collecting Data for Progress Monitoring; DEC/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 CKCs: 4.A.1, 4.A.2
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.	OSEP: Observing & Collecting Data for Progress Monitoring DEC/EI/ECSE: Standard One: Child Development and Early Learning 1.1; Standard Four: Assessment Process 4.1 PS&C for ECE: Standard Three, Child Observation, Documentation, and Assessment, 3b. CKCs: 1.B.3, 4.A.3
3. Demonstrate an understanding of the goals, benefits and uses of assessment including children with disabilities, developmental delays, language and/or cultural differences.	OSEP: Observing and Collecting Data for Progress Monitoring DEC/EI/ECSE: Standard 4 Assessment Process 4.1, PS&C for ECE: Standard Three, Child Observation, Documentation, and Assessment, 3a, and 3c. CKCs: 1.B.3, 4.A.3
4. Assess 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.	OSEP: Working with Children and Families from Diverse Backgrounds DEC/EI/ECSE: All of Standard One All of Standard Four PS&C for ECE: All Standard 1, and 3a and 3c CKCs: 1.A.1, 1.B.1, 1.B.2, 4.A.3 and 4.A.1

<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>DEC/EI/ECSE: 1.2; All Standard Four, 6.3, 6.7 PS&C for ECE: Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c 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 DEC/EI/ECSE: All Standard 2 and all of Standard 3 PS&C for ECE: 2a, 2b, and 2c, 3d CKCs: 3.B.4; 4.B.1, 4.B.2; 5.A.1 & 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 DEC/EI/ECSE: All Standard 3, 7.2, 7.4 PS&C for ECE: 6b,6d, and 6e CKCs: 5.A.1 & 5.A.2; 5.C.1</p>
<p>8. Provide documentation of the completed, required hours of observation and participation</p>	<p>DEC/EI/ECSE: Standard 8 Field and Clinical Experience</p>

Course Content:

Course Content:	Alignment with Standards
<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; DEC/EI/ECSE: 1.1; 7.2 PS&C for ECE: 3a CKCs: 4.A.1, 4.A.2</p>

<p>2. Appropriate Observation and Recording methods and tools to align with child development theories</p> <ul style="list-style-type: none"> a. CT DOTS b. Anecdotal Records c. Checklists d. Running Records e. Frequency Counts f. Time Samples g. Work Samples h. Using Technology in Observing 	<p>OSEP: Observing & Collecting Data for Progress Monitoring DEC/EI/ECSE: 1.1; 4.1 PS&C for ECE: 3b. 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 DEC/EI/ECSE: 4.1, PS&C for ECE: 3a, and 3c. 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 DEC/EI/ECSE: All of Standard One, All of Standard Four PS&C for ECE: All of Standard 1, and 3a and 3c 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</p>	<p>DEC/EI/ECSE: 1.2; All of Standard Four, 6.3, 6.7 PS&C for ECE: 3a and 3c</p>

<p>responsibly for planning and support of a child’s individual development in multiple domains.</p>	<p>CKCs: 1.B.3, 2.B.3, 4.A.3</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>OSEP: Engaging and Communicating with Families and Collaborating DEC/EI/ECSE: All of Standard 2, All of Standard 3 PS&C for ECE: 2a, 2b, and 2c and 3d CKCs: 3.B.4; 4.B.1, 4.B.2; 5.A.1 & 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 DEC/EI/ECSE: All Standard 3, 7.2, 7.4 PS&C for ECE: 6b,6d, and 6e CKCs: 5.A.1 & 5.A.2; 5.C.1</p>

Standards:

CT State Core Knowledge and Competencies (CKC)

Division for Early Childhood Early (DEC) 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

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

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

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=II_hUMrEOs

Standards:

CT ELDS

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

Observation Progression Book 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

NAEYC Code of Ethical Conduct

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/>

SAMPLE SYLLABUS

ECE 210 Observation, Participation, and Seminar
3 credits

Instructor: _____ Office: _____

Telephone: _____ Office Hours: _____ or by app't

E-mail: _____

Text: _____

Evaluation and grading:

Assessments and Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	<ol style="list-style-type: none"> 1. Welcome, Intros, Class overview, Icebreakers 2. Discuss Syllabus, Case Study and its components 3. Discuss Mock Family Conference 4. Review Grading, Seminar Format 5. Discuss Selection of NAEYC site and child for case study <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"> 1. *Observation Video Experience and simulated observations 2. Objectivity vs Subjectivity 3. Discuss Standards and Assessment tools <p>CT ELDS https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf</p> <p>CT DOTS User's Manual https://www.ct.gov/oec/lib/oec/ct_dots_manual_6618_web.pdf</p> <p>CT DOTS Observation Progression Book https://www.ct.gov/oec/lib/oec/ct_dots_progression_62518_for_website.pdf</p>	<p>C.O. 1, 2, 3, and 4</p>	<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>	<p>S.O. 1, 4, and 7</p>

	<ol style="list-style-type: none"> 4. Review Child Observation Forms, and child record, checklists 5. *Review and apply the NAEYC Code of Ethical Conduct. <p>https://www.naeyc.org/sites/default/files/global-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf</p>			
3	<ol style="list-style-type: none"> 1. Cycle of Intentional Teaching 2. Early Childhood SRBI Embedded Strategies Manual <p>http://www.ct.gov/oec/lib/oec/earlycare/curriculum/earlychildhood_srbi_manual.pdf</p> <ol style="list-style-type: none"> 3. *Observe, record, assess using methods such as: anecdotal, running records frequency counts, checklist, work samples, time samples, and rating scales. 4. Inclusion Checklists to use during your observation: <p>Cara's Kit: Creating Adaptations for Routines and Activities (article and checklist)</p> <p>https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts</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>/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy_0.pdf</p> <p>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</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. http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf</p>			
4	<p>*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</p>	C.O. 4 and 5		

5	How to write an entry How to write a summary Physical Domain	C.O. 5 and 7	Observe and reflect upon child in physical activities and write your entries.	S.O. 5 and 7
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 https://blog.brookespublishing.com/12-key-practices-for-high-quality-early-childhood-inclusion/	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 https://www.cceionline.com/how-to-prepare-for-a-parent-teacher-conference/ View a video on active listening such as: 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	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 * Child Case Study 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