



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2207 Observation and Assessment

Date: Spring 2020

Credit Hours: 3

Prerequisite(s): ECE 1000

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

*****10 hours interacting with children/families needed to complete assigned course work.***

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –***Only for Transfer Courses***-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course is designed to demonstrate to the student how to do authentic, alternative, classroom-based assessment on young children. It will further provide the student with the knowledge and skills to interpret and use the information gained to plan curriculum that is responsive to and supportive of children’s learning. Students will have the opportunity to engage in assessment processes through means of classroom observations, providing each student with a stronger understanding of child development skills. Students will take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child’s skills, abilities, interests and needs, birth through age 8.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

- Describe a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
6H, 7A, 7C, 7E, 7F, 7H, 7K, 7O, 7Q	OA1	CC8K1, CC8K4	3a, 3b, 3c, 3d

- Describe culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
7M, 7O, 7P, 7Q, 7R, 8D	OA2		2c, 3b, 3c, 3d

- Select and use legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 2C, 1D, 1E, 2A, 2I, 7A, 7C, 7E, 7F, 7G, 7H, 7N, 7O, 7P, 7Q, 7R, 8B, 8F, 8P, 7Q, 9I, 9L	OA3	CC8K3	1b, 2a, 2b, 2c, 3b, 6b, 6c

- Identify the impact and influence of external factors on assessment.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1D, 3A, 7A, 7N, 8F, 8I, 8J, 8K, 8L, 8O, 8N, 9B, 9R	OA4		1a, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e

5. Evaluate and select appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
5H, 7A, 7C, 7D, 7E, 7F, 7H, 7I, 7J, 7K, 7M, 7N, 7O, 7R, 8C, 9J, 9Q	OA5	CC10K3, EC8K1	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b

6. Implement and adapt effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
3D, 3E, 3F, 3I, 3O, 3P, 4E, 4L, 4P, 5N, 5P, 7A, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7P, 7Q, 7R, 8D, 9H, 8P, 8Q, 9L, 9M, 9N, 9R	OA6	CC10K1, CC10K2, EC8K1	1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem-solving skills to personal, social, and professional issues and situations.	5. Evaluate and select appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Chapter 1: Assessment in Early Childhood: A Work in Progress

Chapter 2: Legal, Ethical, and Professional Responsibilities in Assessment

Chapter 3: Why, What and When to Assess

Chapter 4: Documenting: Collecting Information

Chapter 5: Documenting: Recording Information

Chapter 6: Compiling and Summarizing Information

Chapter 7: Interpreting Assessment Information

Chapter 8: Using Assessment Information

Chapter 9: Organizing for Assessment

Chapter 10: Standardized Tests: What Early Childhood Teachers Should Know

Chapter 11: Communicating and Collaborating Using Assessment Process and Results
Environmental Rating Scales

INSTRUCTIONAL METHODS:

- Lecture
- Discussion on weekly assignments
- Discussion Board assignments and reflective peer reviews
- Video/video clip reviews and discussion
- Guest presenters
- Portfolio – Assessment of a Child (Competency Assessment- OA1-OA6; LVL4)
- Environmental Rating Assessment

INSTRUCTIONAL MATERIALS:

Assessing and Guiding Young Children's Development and Learning. 5th Ed. McAfee and Leong. 2011.

Early Childhood Environment Rating Scale-3. Thelma Harms, Richard M. Clifford, and Debby Cryer. 2014.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Weekly assignments

Discussion of weekly assignments

Assessment of a Child

Observations/Reflections

Video reviews

Exams

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

Illinois Professional Teaching Standards (IPTS 2010)

http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

ECE Competencies www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.

Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards

<http://www.dec->

[spced.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20in%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf](http://www.dec-spced.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20in%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf)

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf

Abused and Neglected Child Reporting Act (online training)

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>

Illinois Birth to Three Program Standards and Quality Indicators:

http://www.isbe.state.il.us/earlychi/pdf/birth_three_standards.pdf

Illinois Early Learning and Development Standard(s) and Benchmark(s) – Preschool:

http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf

Course Competency/Assessment Methods Matrix

ECE 2207 – Observation and Assessment	Assessment Options																															
For each competency/outcome place an “X” below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assessment of a Child – (NAEYC.COMP.ASSESS)
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Describe a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children’s development and learning and in informing the instructional process. ECE COMPETENCY: OA1; LVL3 IPTS: 6H, 7A, 7C, 7E, 7F, 7H, 7K, 7O, 7Q NAEYC: 3a, 3b, 3c, 3d		X	X											X													X				X	
Describe culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process. ECE COMPETENCY: OA2; LVL3 IPTS: 7M, 7O, 7P, 7Q, 7R, 8D NAEYC: 2c, 3b, 3c, 3d		X	X									X		X													X				X	

