

Master Course Outline With Sample Syllabus

Observation and Participation ECE 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 sixty (60) 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; NAEYC STANDARD Three, Observing, Documenting and Assessing, 3b; (PS&C for ECE, Standard Three, Observation, Documentation, and Assessment 3a); CT Core Knowledge and Competencies-Observing, Documenting and Assessing 4.A.3

<p>2. 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; Literacy and STEM, Supporting Social and Emotional Development.; DEC Instruction, INS4 and Interaction INT2; EI/ECSE Interaction, Intervention, Instruction; NAEYC Standard One, Promoting Child Development and Learning, 1b and Standard Three, Observing, Documenting, and Assessing to Support Young Children and Families, 3a; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c; Standard Three, Child Observation, Documentation, and Assessment, 3b) ; CT Core Knowledge and Competencies- Observing, Documenting and Assessing, 4.A.3</p>
<p>3. Theories of child development (typical and atypical) to observations and assessments.</p>	<p>EI/ECSE Child Development and Early Learning</p>
<p>4. Observation and assessment tools and approaches for planning and supporting all children including those with disabilities, developmental delays, language and/or cultural differences.</p>	<p>EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Three, Observing, Documenting and Assessing, 3c; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c); CT Core Knowledge and Competencies, Promoting Child Development and Learning, 1.B.3</p>
<p>5. 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 - Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC – Family F1 and F6; EI/ECSE – Assessment Processes and Partnering with Families; NAEYC Standard Two, Building Family and Community Relations, 2b; (PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections,2b); CT Core Knowledge and Competencies Building Family and Community Relationships- 5.A.1 and 5,A.2</p>

<p>6. 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>OSEP - Observing and Collecting Data for Progress Monitoring and Intervention & Instruction, Literacy and STEM; DEC – Instruction, INS4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, application of curriculum frameworks in the planning of meaningful learning experiences; NAEYC Standards Three and Four, Observing, Documenting and Assessing, 3a and Using Developmentally Effective Approaches, 4b; 4d; (PS&C for ECE, Standard One, Child Development and Learning in Context 1b; Standard Three, Child Observation, Documentation, and Assessment,3c; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4b and 4c) ;CT Core Knowledge and Competencies-3.A.3 and 4.A.1</p>
<p>7. Ethical issues regarding observation and assessment of children including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>EI/ECSE Professionalism and Ethical Practices; ((PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment 3c), CT Core Knowledge and Competencies, 1.B.3</p>

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

Student Outcomes:	Alignment with standards
<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 & Early Learning; NAEYC Standard Three, 3b; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a); CT Core Knowledge and Competencies , Observing, Documenting and Assessing , 4.A.3</p>

<p>2. Identify and analyze a variety of observation and assessment methods including how to implement objective observations and apply theories of typical and atypical child development to the interpretation of data recorded.</p>	<p>OSEP Observing & Collecting Data for Progress Monitoring; DEC, Assessment A.9; EI/ECSE Child Development and Early Learning and CT Core Knowledge and Competencies, Observing, Documenting and Assessing , 4.A.3; NAEYC Standard Three, Observing Documenting and Assessing 3b; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3b).</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; DEC Assessment A9; NAEYC Standard Three, Observing, Documenting and Assessing, 3a; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment,3a, and 3c.)</p>
<p>4. Use observation, documentation, and other appropriate assessment tools and approaches responsibly for planning and support of a child’s individual development in multiple domains.</p>	<p>EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Three, Observing, Documenting and Assessing, 3c; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c); CT Core Knowledge and Competencies, Promoting Child Development and Learning, 1.B.3</p>
<p>5. Assess an individual child by applying theories of child development (typical and atypical) to observations.</p>	<p>DEC Assessment A9.; NAEYC Standard Three, Observing Documenting and Assessing 3a and 3c; (PS&C for ECE Standard One, Child Development and Learning in Context, 1d and Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c); CT Core Knowledge and Competencies, Observing, Documenting and Assessing, 4.A.3 and 4.A.1</p>

<p>6. Apply, explain, and reflect upon assessment partnerships with families including those families of children including children with disabilities, developmental delays, language and/or cultural differences and other professionals</p>	<p>OSEP -Engaging and Communicating with Families and Collaborating; DEC Family F1 and F6 and Teaming and Collaboration, TC2; EI/ECSE Partnering with Families [1 and 2] and Collaborating and Teaming; NAEYC Standards Two and Three, Building Family and Community Relations, 2a and 2b, Observing Documenting and Assessing, 3b; (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b, and 2c and Standard Three, Child Observation, Documentation, and Assessment, 3d); CT Core Knowledge and Competencies, Building Family and Community Relationships, 5.A.1 & 5.A.2</p>
<p>7. Demonstrate an understanding of the multiple influences on development and learning.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds; NAEYC Standard One, Promoting Child Development and Learning, 1b; (PS&C for ECE Standard One, Child Development and Learning in Context 1c); CT Core Knowledge and Competencies-Building Family and Community Relationships, 5A1</p>
<p>8. Demonstrate professional skills such as: 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 – Family, F1 and Teaming TC2; EI/ECSE Professionalism and Ethical Practices and Partnering with Families; NAEYC Standard Six, Becoming a Professional. 6a and 6d; (PS&C for ECE Standard, Six, Professionalism as an Early Childhood Educator, 6b,6d, and 6e); CT Core Knowledge and Competencies, Building Family and Community Relations, 5.A. 1 and Promoting Child development and Learning,1.B.3</p>
<p>9. Provide documentation of the completed 60 hours of observation and participation</p>	

Course Content:

Course Content:	Alignment with Standards
1. How to observe: objectivity and subjectivity	OSEP – Observing & Collecting Data for Progress Monitoring; EI/ ECSE Child Development & Early Learning; NAEYC Standard Three, Observing, Documenting and Assessing,3b; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a); CT Core Knowledge and Competencies Observing, Documenting and Assessing, 4.A.3
2. Using Observing and Recording to Review and plan for all developmental domains.	OSEP – Observing & Collecting Data for Progress Monitoring; EI/ ECSE Child Development & Early Learning; NAEYC Standard Three, Observing, Documenting and Assessing,3b; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3b); CT Core Knowledge and Competencies Observing, Documenting and Assessing 4.A.3

3. Using appropriate Observation and Recording Methods to align with child development theories

- a. Guidelines for Objective Observations and Recording of children including those with disabilities, developmental delays, language and/or cultural differences.
- b. Anecdotal Records
- c. Checklists
- d. Running Records
- e. Frequency Counts
- f. Time Samples
- g. Work Samples
- h. Using Technology in Observing

OSEP – Observing & Collecting Data for Progress Monitoring; EI/ ECSE Child Development & Early Learning; NAEYC Standard Three, Observing, Documenting and Assessing, 3b; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3b); CT Core Knowledge and Competencies Observing, Documenting and Assessing 4.A.3.

<p>4. Using Observations to Conference with Families of all children including those with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP-Engaging and Communicating with Families and Collaborating; DEC Family F1 & F6; EI/ECSE -Partnering with Families [1 and 2]; NAEYC STANDARD Two and Three, Building Family and Community Relationships, 2A and 2B , Observing, Documenting and Assessing, 3d; (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections Family-Teacher Partnerships and Community Connections, 2a, 2b, and 2c and Standard Three, Child Observation, Documentation, and Assessment, 3d); CT Core Knowledge and Competencies, Building Family and Community Relationships, 5.A.1 & 5.A.2.</p>
<p>5. Guiding and planning for children’s development including children with disabilities, developmental delays, language and/or cultural differences based on observations and assessments</p> <ul style="list-style-type: none"> a. Planning assessment cycle b. Intentional teaching c. Connecticut Early Learning and Development Standards (ELDS) d. Connecticut Documentation and Observation for Teaching System (DOTS) 	<p>OSEP -Intervention and Instruction, Literacy and STEM; DEC – Instruction, INS 4; EI/ECSE Using Responsive Reciprocal Interactions, Interventions and Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standards Three and Four, Observing, Documenting and Assessing, 3a; and Using Developmentally Effective Approaches, 4b.; (PS&C for ECE, Standard One, Child Development and Learning in Context 1b; Standard Three, Child Observation, Documentation, and Assessment,3c; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4b and 4c) ; CT Core Knowledge and Competencies -Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>

<p>6. Ethical and Professional Issues including those regarding working with children and families from diverse backgrounds.</p>	<p>OSEP – Working with Children and Families from Diverse Backgrounds, EI/ECSE Professionalism and Ethical Practices and Partnering with Families; NAEYC –Standard Six, Becoming a Professional, 6b; (PS&C for ECE Standard, Six, Professionalism as an Early Childhood Educator, 6b,6d, and 6e),</p>
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Standards:

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

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

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

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

KEY EXPERIENCES:

(CO 1, 2, 4 and 6) Review, choose and use a variety of checklists that would be most appropriate to use in the observation of children, teachers, and/or classroom environments.

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

(CO 3) 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 all) Create and present a Child Case Study

(CO 5) Participate in a real or simulated Family Conference

(CO 2) Develop an LEP by review, use, and reflection upon standards and strategies using in the CT ELDS, CT DOTS, CT Early Childhood SRBI Strategies Manual.

(CO 4) Observe, record, evaluate using methods such as: anecdotal, running records frequency counts, checklist, work samples, time samples, and rating scales.

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

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/>

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>

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:

Contact Information:

Date/Time/Classroom:

Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	1. Welcome, Intros, Class overview, Icebreakers 2. Discuss Syllabus, Case Study and its components 3. Review Grading, Seminar Format 4. Discuss Selection of NAEYC site and child for case study Read Aloud: The Only One Club, by Naliboff	C.O. 1	NOTE: Students will be observed in their placement settings throughout the semester as they *observe, record and evaluate using the methods described, discussed, and demonstrated in this course.	

2	<ol style="list-style-type: none"> 1. <u>*Observation Video Experience and simulated observations</u> 2. <u>Discuss Standards and Assessment tools</u> <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_mnl_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> <ol style="list-style-type: none"> 3. Review Child Observation Forms, and child record, checklists 4. <u>*Review and apply the NAEYC Code of Ethical Conduct.</u> https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf 	C.O. 1, 2, 3, 7	<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><u>Sign Statement of Commitment from NAEYC Code of Ethical Conduct</u></p>	<p>S.O. 1 & 3</p> <p>S.O. 8</p>
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3	<p>1. Cycle of Intentional Teaching</p> <p>2. Early Childhood SRBI Embedded Strategies Manual</p> <p>http://www.ct.gov/oec/lib/oec/earlycare/curriculum/earlychildhood_srbi_manual.pdf</p> <p>3. <u>*Observe, record, assess using methods such as: anecdotal, running records frequency counts, checklist, work samples, time samples, and rating scales.</u></p> <p>4. <u>Checklists to use during your observation:</u></p> <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/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy_0.pdf</p> <p>Including Children with Special Needs</p> <p>http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your</p>	C.O. 1, 6		
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4	<p>1. The importance of personally reflecting upon your observations of children, classrooms, teaching practices, and ECE 210 coursework.</p> <p>2. <u>*Eastern CT State University (video)</u></p> <p><u>Essential Dispositions</u> https://www.easternct.edu/center-for-early-childhood-education/ct-early-learning-and-development-standards/fostering-essential-dispositions.html</p>	C.O. 6,7		
5	Physical Domain How to write an entry	C.O. 1,3,6	Observe and reflect upon child in physical activities and write your entries.	S.O. 5
6	Cognitive Domain	C.O. 3,6	Observe and reflect upon child in cognitive activities and write your entries.	S.O. 5
7	<p>How to write a summary</p> <p>Writing an Experience Plan including accommodations and/or adaptations for individual needs</p> <p>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/</p>	C.O. 6	<p>Write the Physical summary</p> <p>*Write a Single Learning Experience Plan</p>	S.O. 2, 4

8	Early Language, Communication, and Literacy Domain	C.O. 3, 6	Prepare the Cognitive Summary Observe and reflect upon a child in literacy experiences and write your entries.	S.O. 4
9	Social-Emotional Domain	C.O. 3, 6	Observe and reflect upon a child in social-emotional activities and write your entries.	S.O. 4
10	Creative Arts	C.O. 3, 6	Prepare the Literacy summary Observe and reflect upon a child in creative experiences and write your entries.	S.O. 4
11	Math Discuss Narrative Summary	C.O. 3, 6	Prepare the Socio-emotional summary Observe and reflect upon child in math activities and write your entries.	S.O. 4
12	Science	C.O. 3, 6	Observe and reflect upon child in science activities and write your entries. Prepare the creative summary	S.O. 4
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	C.O. 5	Prepare the math summary Prepare a Family Conference	S.O. 6
14	Social Studies	C.O. 3, 6	Prepare the science summary Observe and reflect upon child in social studies activities and write your entries.	S.O. 4

15	Review evidence including photographic and work samples.		Complete the social studies summary Complete the Child Case Study	S.O. 9
16	Hand in completed * <u>Child Case Study</u> including verification of hours	C.O. all		

*- A Key Experience as listed on Master Course Outline