

COLLEGE OF MENOMINEE NATION

Course Syllabus

COURSE NAME: Observation and Interpretation of Child Behavior

COURSE NUMBER: EDU 237-01

CREDITS: 3

COURSE PREREQUISITES: HUD 210

SEMESTER/YEAR: Spring 2014

Campus: Keshena, **Room Number:** SD 221

Class Meeting: Thursday 3:00 – 5:50 PM

INSTRUCTOR: Alpha Creapeau

OFFICE PHONE: 715-799-5600 extension 3090

E-MAIL: acreapeau@menominee.edu

OFFICE LOCATION: SD Lower Level 021B

OFFICE HOURS: Thursday 1:00 to 2:00 PM OR BY APPOINTMENT

Catalog Course Description:

This course will provide an overview of all levels of information gathering involved in the developmental evaluation of the young child, including observation, screening, and diagnostic assessment. Students will become familiar with a variety of current formal observation instruments used with infants/toddlers, preschool, and K-3 children in classroom settings. Students will work with young children to learn observational strategies and how to translate them into educational strategies and intervention procedures that will benefit the child's overall development. They will also learn how formal screening and assessment tools are used to locate and identify children with possible delayed or atypical development.

Required Text:

Gronlund, G., & James, M. (2013). *Focused observations: How to observe young children for assessment and curriculum planning*. St. Paul Mn: Redleaf Press.

Required Supplies:

3-prong pocket folder

Spiral notebook for journal OR flash drive to be used specifically for this course

General Education Objective	Assessment
Analytical Abilities/Critical Thinking/Level 4	Portfolio, quizzes, Journal
Analytical Abilities/Problem Solving/Level 5	Portfolio
Communication/Written/Level 4	Portfolio
Human Experience/Professional Skills/Level 3	Portfolio

Program Outcomes	Assessment
Demonstrate knowledge of typical as well as atypical development in young children	Portfolio, journal
Utilize various assessment methods	Portfolio, journal, quizzes
Professionally apply interpersonal skills in team situations	Journal
Describe the role of family and culture with respect to children	Journal, quizzes

Key: NAEYC= National Association for the Education of Young Children K=knowledge D=disposition P=performance Letters and numbers indicate sub-standards	
Standards	Assessment
NAEYC Standard 3a: understand goals, benefits, and uses of assessment	Portfolio, journal, quizzes
NAEYC Standard 3b: Know about and use observation and assessments	Portfolio
NAEYC Standard 3c: Understand and practice responsible assessment	Portfolio
NAEYC Standard 3d: Know about and assess partnerships with families and other professionals	Portfolio, journal, quizzes
DPI Standard 8: Teachers know how to test for student progress	Journal, portfolio, quizzes
DPI Standard 9 Teachers are able to evaluate themselves	Portfolio, exams, journal
DPI Standard 10 Teachers are connected with other teachers and the community	Exams, portfolio

Course Learning Outcomes:

By the end of the semester, students will be able to:

- Demonstrate an understanding of the role of assessment in education (DPI 8)
- Write observations of young children in an objective style(DPI 8)
- Practice confidentiality and recite laws regarding confidentiality of students (DPI 10)
- Complete various types of observation recordings using a formal observation instrument(DPI 8)
- Complete various types of assessments on children (DPI 8 & 9)

- Explain how teachers and parents work together as partners in children's education (DPI 10)
- Explain how to make referrals for children to be evaluated for special education services (DPI 10)

Course Activity, Assessment

Participation/weekly activities/discussions	20
Learning/Reflective Journal (portfolio)	20
Observation Hours (5-7hours)	10
Quizzes/Essay Questions/Key Terms	25
Final exam	25
Total points	100

Students can determine what their grade is by adding the total points earned and dividing by total possible points. Here is the way to set up the equation.

$$\text{Points earned} \div \text{total points} = \underline{\hspace{1cm}}\%$$

Example: $83 \div 100 = 83\%$ (grade B)

- 1. Participation/Weekly Activities/Discussions:** Students will be expected to actively participate in class by asking questions, answering questions and participating in group activities. There may be activities and discussions during various classes to check your knowledge. You may lose points if you are late to class or leave early without instructor permission. Please be on time. This is part of the expectation of professionalism for this class. Be sure to have read the assigned readings before class.
- 2. Learning/Reflective Journal:** Your learning journal will contain documentation of your observations and notes from reading. You may be given activities or reflections to complete in class that should be a part of your journal. Be sure to bring your journal to all class sessions. For assignments done in class, you must be present to get credit. Your entries will be graded based on the quality of your response and your ability to synthesize the things you have learned.
 - 1. Observation Reports:** We will be learning many different methods of observation over the course of the semester. You will use each of these methods to gather information on the developmental skills of a child in your classroom observations. You can do a case study your own child, or a friend or relative's child aged 3 to 8 yrs. You may use a child who has a particular behavior problem or a child you suspect may have some developmental delays. By the end of the course, you will have a firm grasp on the individual strengths and needs of this child and other children. Try to observe and assess the different categories of development (Cognitive, Social, Physical and Motor, Emotional, and Language). You will be required to complete Observation/Assessment Reports: (1. Running Records, 2. Anecdotal Records, 3. Checklist, Rating Scale, 4. Portage, 5. ECERS, 6. time sampling and 7. event record.). You will write a separate reflection on what you learned for each of the observation assessments you complete.
 - Your reflection should include the following information:
 - Under what circumstances would this method be most useful?
 - What are some of the potential benefits and drawbacks of using this method?
 - How comfortable do you feel with your ability to use this method?

iv. Any other pertinent information

2. Each assessment will be handed in or electronically submitted. Once you have completed all of your observation reports and reflections for each report you will want to write a summary of your findings. In your summary you will want to introduce the child/children as well as give a summary of what you discovered during your observation and assessment. Be sure to include suggestions on how to facilitate his/her or their development as well as any other conclusions or recommendations you might have.

There is no extra credit in this class. You can re-submit work to receive a higher grade if a higher average if time permits.

3. The purpose of the journal is to give practical experiences with assessment of young children. This will be your opportunity to show you understand each of the methods.

6. Observation using a formal Observation Instrument, such as the ECERS.

1. During the 5-7 classroom observation hours you will complete both an ECERS instrument.
2. You will present your ECERS observation findings in class.

****This journal will be due the class meeting after spring break; April 24, 2014**

3. Observation Hours:

You are required to spend **5-7** observation hours in a classroom of a WI licensed teacher who is assigned to you. If you have not had a background check you will be required to have a background check completed prior to observing. During your observation time be sure to observe and take note of what different types of Assessment the classroom teacher is using. You will also need to complete an Assessment of the learning for the day. Upon completion of your hours you will need to have the classroom teacher fill out and sign A DPI Human Relations form. In addition you will be required to submit a summary of what you observed in the classroom (Types of Assessments used, what you've learned or observed that surprised you, etc). Your summary must be typed, and a minimum of three pages double-spaced—include date and time.

4. **Essay questions/key terms:** Students will be responsible for reading assigned chapters from the text and responding video vignettes per each chapter. You will maintain a glossary of educational terms as they apply to theories of education and learning processes. **Students should score at least 80% on each chapter. Students may lose points for late submissions. Students will also be assigned key terms to define for different chapters.**

Grading Policy:

95 – 100% = A	75 - 79% = C
90 – 94% = AB	70 - 74% = CD
85 – 89% = B	65 – 69% = D
80 – 84% = BC	0 – 64% = F

Attendance Policy:

You are expected to be here for every class session. If you have extraordinary circumstances that require your absence from class you are still responsible to know and understand the material covered during class. Professional courtesy requires that you inform the instructor beforehand

about your absence. Tardiness is also unprofessional and needs an excuse in rare occasions that it may happen. You cannot make up work that was done in class if you were absent. Failure to hand in assignments on or before the due date and time will result in a decrease in your grade regardless of whether you were absent or not.

Late Work:

Assignments are due by the beginning of class on the due date. Assignments that are e-mailed must be dated the same day as they are due. Any extension of work is rare and needs prior approval. Late work will be marked down 1 point/day. Assignments not handed in within one week of the due date will not be accepted and a zero will be given for that assignment. Assignments can always be handed in before the due date.

Class Cancellation by Instructor:

Notification of class cancellations will be posted on campus. If no announcement/posting is made, students should remain for 10 minutes after class is scheduled to begin.

Classroom Conduct:

Please turn cell phones off and put them away during class. No cell phones will be allowed on the tables during exams. You may be asked to leave the class if your cell phone becomes a distraction and you will not receive participation credit for the day.

HUD237 OBSERVATION AND INTERPRETATION
CLASS AGENDA

Date	Homework to complete before class (with estimated time to complete for an average student)	Assessment of students' course work preparatory work	Course meeting agenda
January 30	Review Required Text Focused Observations	Introductions Review Syllabus Discussion	Introductions Course Overview Syllabus Assignments
February 6	Chapter 1 Video clips 1 and 2 Reflections	Documenting Observations Factually Discussion Journal entry	Why observe children? Appendix A
February 13	Chapter 2 Video clips 3 and 4 Reflections	Discussion Appendix B Journal entry	How do observations and documentation work
February 20	Chapter 3 Video clips 5, 6, and 7 Reflections	Discussion Journal entry	How to observe and document well
February 27	Chapter 4 Video clips 8,9,10, 11, & 12 Reflections	Discussion Journal entry	How do you fit in observation and documentation
March 6	Chapter 5 Video clips 13 and 14 Reflections	Discussion Journal entry	How do you observe and document for assessment
March 13 Midterm	Chapter 6 Video clips 15 (or any clip) Reflections	Discussion Journal entry Midterm (chapters 1-5)	Sharing observation, documentation, & assessment with family
March 20	Chapter 7 Video clips 16 and 17 Reflections	Discussion Journal entry	How do you observe and document for curriculum planning
March 27	Chapter 8 Video clips 18 Reflections	Discussion Journal entry	How do you build a case about a child
April 3	Chapter 9 Video clip 19 Reflection	Discussion Journal entry	How do you continue to grow as an observer
April 10	5-7 OBSERVATION HOURS NEED TO BE COMPLETED/ HAND IN COMPLETED FORM		To field supervisor
April 17 DUE	LEARNING JOURNAL DUE For feedback	Discussions and reviews of journals	Return journals for further revisions
April 24	Final LEARNING JOURNAL	Discussion	Final Learning Journal
May 1	Final exam	Chapters 6-9	
May 8	Return coursework to students		

The above information and/or calendar in this course are subject to change. If change is required, the change will be in writing and provided to each student.

Assessment of Student Learning: All CMN students are required to participate in the following Assessment of Student Learning functions:

1. Student General Education Portfolio

All Associate degree-seeking students are required to successfully complete EDU 295 Student Portfolio Seminar in their final semester prior to graduation. (Except nursing students who will complete their General Education Portfolios within their coursework). The students begin the portfolio process in their first semester. Students collect required artifacts from EDU 100, COM 100 and ENG 101. Students also select and save additional artifacts from other courses, especially program emphasis courses. Artifacts are saved with a portfolio coversheet. The coversheet is located on CMN student common drive.

2. Collegiate Assessment of Academic Proficiency (CAAP) Exam

All Associate degree seeking students (except Nursing students) are required to take the Collegiate Assessment of Academic Proficiency (CAAP) exam in EDU 100 and EDU 295 in order to fulfill course requirements. (Nursing students will take the CAAP exam within specific Nursing courses). Individual CAAP exam results are confidential and explained personally to each student if requested. The aggregate results are used to evaluate, assess and improve curriculum and programs offered at CMN. Accreditation of CMN is partially based on the CAAP results. For more information on CAAP, refer to CAAP PowerPoint presentation on the student common drive.

ADA Statement: Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum, instruction, or assessments may be made as required to provide for equitable participation.

Course Evaluations:

All students are encouraged to provide the instructor with suggestions or other forms of constructive feedback regarding the class. Students can do this informally by speaking with the instructor, either in class or by appointment, and if the instructor is unavailable, to then arrange an appointment with the Dean of Instruction. This can also be done formally by completing the evaluation form distributed at mid-semester and again at the end of the course. If a student has a concern, issue, or question, the student must take responsibility to approach the instructor in a timely manner.

Class Cancellation Due to Inclement Weather or Building Closure:

Closures resulting from severe weather conditions, the President or her designee will announce natural disasters, or mechanical failure. Campus closing will be announced on WTCH-AM 960, WTCH, WIXX as well as Fox11 and Channel 2 TV stations. When in doubt, call 715-799-5600 for a recorded message. Notifications of class cancellations will be posted on campus. If no announcement/posting is made, student should remain for 10 minutes after class is scheduled to begin.

Academic Conduct: Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility

for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on “Academic Misconduct.”

Academic Alerts: The academic alert form is used as a student retention tool at the College of Menominee Nation. Instructors fill out forms to identify students at risk of not completing a course or identify problems. This type of early intervention increases the opportunity for student success.

Academic alerts can be submitted at any time during the semester to Student Services. The forms are given to the student’s advisor for follow-up. Follow-up comments are returned to the instructor.

Computer Labs: Students using the computer lab must adhere to the College of Menominee Nation policy. Orientation for the computer lab is given during the first few weeks of each semester to help students get familiar with the lab equipment. These sessions are held regularly at posted times. All students are strongly recommended to attend. See the Student Handbook for more information on “Computer Lab Policy.”

Student Time Expectation: In addition to participating in every meeting of this course, each student is expected to spend a minimum of six verifiable hours per week outside of class meeting times on the course subject matter, including text readings, reviewing PowerPoints, observation & assessments and quizzes.

Incomplete Policy: Requests for a grade of “incomplete” must be initiated by the student to the instructor. Students may only request is at least 75% of course requirements have been met.