



ECED 1060 Observation Assessment & Guidance

CENTRAL COMMUNITY COLLEGE

INSTRUCTOR

COURSE INFORMATION

Prerequisite (taken before): ECED 1150 - Introduction to Early Childhood Education

Introduces a variety of observation and guidance techniques used in early childhood education setting birth to age eight.

Contact Hours: Class- 45 Practical Lab- 0 Clinical- 0 Internship- 0

Homework Expectations:

For each hour of classroom time, typically you can expect two hours of homework per week.

Credits: 3

Total Hours: 45

Pre/Corequisites:

- Prerequisite: ECED 1150 - Introduction to Early Childhood Education

CLASS INFORMATION

TEXTBOOKS

Textbook information may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name > Scroll to the bottom of the **Section Details** popup window > Click the link to **Bookstore Information**

EXTERNAL STANDARDS

NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs

Sponsoring Organization: National Association for the Education of Young Children (NAEYC)

In 2009, NAEYC revised its position statement, ***NAEYC Standards for Early Childhood Professional Preparation Programs***. These core NAEYC standards are used in higher education accreditation systems, professional development systems, state policy development, and in program improvement planning. They also guide the development of initial and advanced standards used for our work in higher education accreditation. To see the full 2009 NAEYC position statement, ***Standards for Early Childhood Professional Preparation Programs***, or the ***Where We Stand*** overview and highlight of significant changes, [click here](#).

The **2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs** provide the basis for accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation or NAEYC recognition of baccalaureate and graduate programs as part of National Council for Accreditation of Teacher Education (NCATE) accreditation of schools, colleges, and departments of education. These core standards are used across both NCATE and NAEYC accreditation systems and across associate, baccalaureate, and graduate degree levels. This document contains the initial and advanced standards and rubrics, as well as an alignment chart of NAEYC Initial Standards with NCATE SASB Principles, NCATE Unit Standards, InTASC Principles, and NBPTS Core Propositions.

Target Standards

Standard 1. Promoting Child Development and Learning

1b: Knowing and understanding the multiple influences on development and learning

Standard 2. Building Family and Community Relationships

2a: Knowing about and understanding diverse family and community characteristics

2c: Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 6. Becoming a Professional

6b: Knowing about and upholding ethical standards and other professional guidelines

GRADING INFORMATION

98-100	A+
93-97	A
90-92	B+
85-89	B
82-84	C+

77-81	C
74-76	D+
69-73	D
≤68	F

4 projects - 400 points

4 exams - 400 points

10 Journals

COURSE COMPETENCIES

1. Characterize the types of observation and assessment based upon Nebraska state and national guidelines and standards. (NTI - S1)

Criteria

Performance will meet expectations when the student:

- lists the of the purposes of observation.
- uses the following assessment tools in the Child Assessment Portfolio: time sampling, frequency count, rating scale, anecdotal records, developmental checklist, state mandated assessment, screening instruments, parental input and interview.
- determines which assessment tool is most applicable in meeting the needs of the specific assessment.

Learning Objectives

- Summarize an understanding of the purposes of observation.
- Utilize the following assessment tools: time sampling, frequency count, rating scale, anecdotal records, developmental checklist, state mandated assessment, screening instruments, parental input and interview.
- Determine which assessment tool is most applicable to meet the needs of the specific assessment.

2. Differentiate between child screening and child assessment. (NTI - S2)

Criteria

Performance will meet expectations when the student:

- explains the differences between formal and informal assessment.
- defines screening and explains how it can assist the early childhood professional in meeting the needs of young children.
- lists the purposes of developmental screening.
- identifies the reasons for various assessment strategies used in early childhood.

Learning Objectives

- Identify formal and informal assessment.
- Define developmental screening as it relates to early childhood.
- Differentiate the different purposes for screening and assessment.

3. Explore assessment and observation practices that utilizes culturally relevant and ethical principles. (NTI - S3)

Criteria

Performance will meet expectations when the student:

- applies the NAEYC's Code of Ethics to issues surrounding observation and assessment.

- explains confidentiality and its importance when observing and assessing children.
- articulates the importance of respecting a child's cultural and native language background during observation and assessment procedures.

Learning Objectives

- Discover ethical practices used in observing children that are based on the NAEYC's Code of Ethical Conduct.
- Determine how assessment practices need to be considerate of family cultures and backgrounds.
- Illustrate how personal bias can interfere with observation and assessment practices.

4. Summarize age-appropriate child guidance techniques that promote social competence. (NTI - S4)

Criteria

Performance will meet expectations when the student:

- lists and defines effective intervention strategies that help prevent mistaken behavior.
- discusses young children's social-emotional development and how that can assist in promoting positive behavior.
- lists the steps in the five-finger formula for conflict management.
- describes various strategies for communicating with individual children to address mistaken behavior.
- elaborates on how class meetings can assist in problem-solving mistaken behavior.
- explains the difference between "time-out" and "cooling down time", and why "cooling down time" is more effective than "time-out."
- discusses a variety of transition activities and explain how they can reduce mistaken behavior.
- demonstrates skills that enhance social-emotional development in young children.

Learning Objectives

- Identify classroom management strategies that teachers and caregivers can use to prevent mistaken behavior.
- Outline how understanding young children's social-emotional development can assist in promoting positive behavior.
- Name and discuss several strategies to use when children are in conflict with adults or peers.
- Describe various strategies for communicating with individual children to address mistaken behavior.
- Elaborate on using class meetings as a way to problem-solve mistaken behavior.
- Identify the difference between time-out and cooling down time.
- Describe how managing transitions in the classroom can reduce mistaken behavior.
- Identify specific skills that enhance social-emotional development in young children

5. Examine biological, environmental, and cultural factors impacting children's behavior. (NTI - S5)

Criteria

Performance will meet expectations when the student:

- lists some of the biological causes that may affect children's behaviors.
- identifies environmental factors that can influence children's behavior.
- recognizes and discusses the influences of family and culture on children's behavior.

Learning Objectives

- Recognize biological causes that may affect children's behaviors.
- Explain how environmental causes can influence children's behavior.
- Evaluate how family and cultural factors may influence children's behavior.

6. Analyze the motives and reasons for problem behavior in young children. (NTI - S6)

Criteria

Performance will meet expectations when the student:

- lists Rudolph Dreikurs' description concerning the goals of misbehavior.
- discusses and defines the three levels of mistaken behavior, as defined by Gartrell.
- articulates the benefits of understanding the goals of mistaken behavior

Learning Objectives

- 1. Recall Rudolph Dreikurs' explanation about the goals of misbehavior.
- 2. State the three levels of mistaken behavior, as defined by Gartrell.
- 3. Acknowledge the necessity of understanding the goals of mistaken behavior.

7. Determine best practices when communicating with families and agencies regarding areas of concern with children. (NTI - S7)

Criteria

Performance will meet expectations when the student:

- identifies effective communication strategies to use when discussing concerns to parents about children's behavior, including reflective listening.
- can recognize and explain how nonverbal communication can help or hinder positive communication with parents and other professionals.
- discusses the importance of professional behavior and confidentiality when discussing children and family issues with other agencies.

Learning Objectives

- Describe effective communication strategies to use when relating concerns to parents about children's behavior.
- Identify how nonverbal communication can help or hinder positive communication.
- Express the importance of professional behavior when discussing children and family issues with other agencies.

8. Summarize the importance of good relationships between parents, teachers, and children. (NTI - S8)

Criteria

Performance will meet expectations when the student:

- lists strategies to use when forming positive relationships with children.
- demonstrates the use of appropriate open-ended questions with both parents and children to help build the relationships.
- lists 3 ways to encourage appropriate peer-to-peer communication in a child care center or classroom.
- discusses ways of encouraging positive and effective parent-child communication.

Learning Objectives

- Outline strategies to use when forming positive relationships with children in your care.
- Explain the importance of using open-ended questions with both parents and children.
- Discuss ways to encourage appropriate peer-to-peer communication in a child care center or classroom.
- Recall ways of encouraging positive and effective parent-child communication.

CCC-AMERICANS WITH DISABILITIES ACT

If you have a disability or want to know if you qualify for accommodations as defined by the Americans with Disabilities Act, you are invited to contact the campus Director of [Disability Support Services](#). You are not required to disclose or reveal information about your disability to anyone at any time, however, in order to receive accommodations in college, you must make those needs known and request services from the Disability Support Services office on one of the three CCC campuses. Inquiries concerning the application of the laws and regulations cited above may be directed to the Human Resources Office, Central Community College, P.O. Box 4903, Grand Island, NE 68802-4903; (308) 398-7325, or to the Director, Office of Civil Rights, U.S. Department of Education, Washington, DC 20201.

CCC-ARCHIVING OF STUDENT WORK

To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of CCC, any written assignment in this course may be submitted to an internet based plagiarism detection service such as [Turnitin.com](#) by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

CCC-ATTENDANCE--ONLINE, FACE-TO-FACE, HYBRID

Central Community College faculty record attendance in courses- including online courses. Class attendance and participation contribute significantly to student academic success. Commonly, students who attend class get more out of their college investment through increased learning, stronger relationships with instructors and classmates, earning higher grades, achieving increased passing rates in courses, which leads to completion of academic, and ultimately, career goals. Attendance in an online course may include timely participation in discussions, submitting assignments, activities, projects, etc. (i.e. completing assignments by their deadline). Students should regularly participate in weekly course activities as led by your instructor to ensure meeting attendance requirements. Failure to consistently attend class(es) - even online class(es) - may jeopardize your financial aid.

CCC-COURSE MEETING TIME AND LOCATION

Course meeting time and location may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name

CCC-EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Central Community College does not discriminate on the basis of race, religion, national origin, gender, age, disability, marital status, or military veteran status as is defined by law in employment, admission, scholarship and financial aid programs or operation of its educational programs and activities as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, the Age Discrimination Acts of 1974 and 1975, and other federal and state laws and regulations.

Central Community College offers career and technical education programs for all students regardless of race, color, national origin, age, religion, marital status, including those with limited English proficiency, sex or disability. For a complete list of programs, go to www.cccneb.edu/programs. Educational programs are offered at but not limited to the following locations: Columbus Campus, Grand Island Campus, Hastings Campus, Holdrege Center, Kearney Center, Lexington Center and Ord Learning Center.

CCC-EXPECTATIONS FOR ACADEMIC INTEGRITY

Central Community College believes successful students are independent critical thinkers who possess the work ethic and skills necessary to make a positive difference in their professions and communities. In order to maximize student and community success, CCC is devoted to maintaining an honest academic environment and upholding integrity as a core value. All individuals across all course modalities are expected to practice academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. In the case of alleged violations of academic integrity, Central Community College strives for fair resolution.

Instances of Academic Dishonesty:

Behaviors that violate the fundamental values of academic integrity at Central Community College may include but are not limited to the following:

- Plagiarism - direct copying or paraphrasing without citation someone else's work (i.e. writing, images, video or audio)
- Cheating - engaging in any behavior intended to achieve an unfair advantage for self or another in any academic exercise (i.e. unauthorized collaboration or unauthorized use of resources or data in a study)
- Fabricating Information - inventing or falsifying information (i.e. making up resources and/or citations, falsifying academic records)
- Facilitating Academic Dishonesty - soliciting, furnishing, or offering to furnish unauthorized exams, quizzes, or academic materials; participating in academic sabotage

Read the [Expectations for Academic Integrity](#) in its entirety.

CCC-GENERAL INFORMATION

All college policies and procedures identified in the student handbook will be adhered to for the course. College policies and procedures include, but are not limited to, conditions for dropping or withdrawing from a class, student academic honesty, etc. A copy of the student handbook is available upon request from the Student Services office on each campus or you may utilize this link to the [Student Handbook](#).

CCC-TECHNOLOGY USAGE GUIDELINES

In order to support the activities for this course, Central Community College provides access to computers for students. The College established Technology Use Policy and Procedure documentation. This document can be found on the College web site. You may click this link to download a PDF document outlining the College's [Technology Use Guidelines](#).

CCC-TITLE IX POLICY

Members of the Central Community College community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Any member of the community, guest or visitor who believes that the policy on Equal Opportunity, Harassment and Nondiscrimination has been violated should contact the Title IX/Equity/AA Coordinator, Dr. Christopher Waddle, 308-398-7325 or TitleIXCoordinator@cccneb.edu. Students should understand that in cases of gender and sex based discrimination, no College employee, including members of the

faculty, can guarantee confidentiality. For more information about CCC's policy please reference CCC's [Title IX Handbook](#). For counseling services which may remain confidential, CCC counselors are available for free to all currently enrolled students. To schedule an appointment or to receive additional information contact 402-562-1244 or email counselingservices@cccneb.edu.

Pregnancy Rights and Responsibilities

Title IX makes it illegal to discriminate on the basis of pregnancy and related conditions. All pregnancy concerns and pregnancy related absences are coordinated by the Disability Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact the [Disability Services Director](#) on your campus. For additional information related to pregnancy rights and responsibilities, please visit <https://www.cccneb.edu/pregnantandparenting> or contact you campus Disability Services Office or CCC's Title IX Coordinator at titleixcoordinator@cccneb.edu

COVID-19 REQUIREMENTS AND EXPECTATIONS

Students diagnosed with COVID-19 are expected to confidentially report this information to any Associate Dean of Student Success or by calling our Grand Island Office at 308-398-7426. Further, Central Community College instructors will support flexible attendance for students exhibiting symptoms or illness.

Specific instructional programs may require industry-specific personal protective equipment (PPE) that must be maintained.

Central Community College reserves the right to require face coverings and to change mode of delivery, instructor, or class schedule due to pandemic response at the college, at a location, or in the community.