University of Alaska Fairbanks
eLearning and Distance Education
Course Syllabus

Early Childhood Education F235 Screening, Assessment and Recording (3 credit)

Instructor Information

AnneMarie Mattacchione, Assistant Professor
UAF eLearning and Distance Education
604 Barnette St, Room 205, Fairbanks, AK 99701
Email is the best way to reach me: amattacchione@alaska.edu

Work Phone: (907) 455-2931
Cell Phone: (907) 687-2294
Fax: (907) 455-2883
Office Hours: I am available by phone however, not always in the office to answer directly. Leave a message requesting a call back or contact Kelly, program assistant at (907) 455-2842 to set up an appointment. You can best reach me via email at the address above. I also prefer text messaging when the content is minimal and when responses can be quick, not in need of much detail, email is best for that type of communication. M-W 9:00-1:00

Course Description

Information to help teachers of young children understand the purpose of screening. Presents use of good screening procedures. Explores the importance of assessing young children's development and provides tools and practice for recording and evaluating children's progress toward goals. Includes a variety of evaluation tools for assessing young children's development.

Course Goals

This course will include a variety of learning approaches which are designed to help the student understand basic assessment and screening tools, analysis of the gathered data, and structuring a quality child portfolio. Each week students will learn a method that will enhance their competency to screen, assess and record children's development and experiences.

Materials Required

> **Text**:   "Six Simple Ways to Assess Young Children" Gober, Sue Y.; 2002
> Delmar, Thomson Learning, Albany NY   ISBN: 978-0-7668-3925-0
>
> **Supplemental Reading:** Will be supplied in class through handouts and other resources
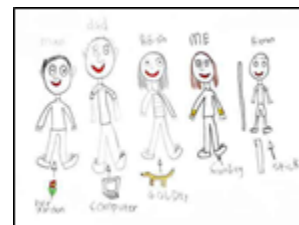
UAF Follett Bookstore: http://elearning.uaf.edu/go/books
Constitution Hall, PO Box 750127, 504 Tok Lane Fairbanks, AK 99775
Phone: 907.474.7348, Toll Free: 1.888.280.8500, Fax: 907.474.7739
Email: uaf@bkstr.com

Technical Requirements

Students will be required to have on-going access to a computer with Internet connectivity and web browser. Students will interface with Blackboard and Blackboard Collaborate throughout the course.

Class Meeting Times and Dates

Contact assignments are listed in specific lessons with information about whom and how to contact. Blackboard Collaborate will be used as our meeting interface when indicated.

Student Outcomes and Standards

This program follows the NAEYC standards for AAS ECE degree granting institutions. These standards apply to the entire degree program, not just an individual course. Each standard has a few specific sub standards within it. The sub standards are similar to the student "outcomes", which is what we expect students to know and be able to do at the end of the entire degree program.

In the AAS program we generally anticipate students will follow a learning process of gaining "knowledge, comprehension and application". You will probably not <u>master</u> any individual skill in a single course, but rather throughout the degree program. The practicum courses serve as a capstone where students demonstrate their composite abilities. During practicum, in addition to the practical work in the classroom with children, assignments from your entire course of study in the AAS program will be submitted in a portfolio. Some of these assignments will be written in this introductory course.

Student Learning Outcomes:

The student learning outcomes are based on the 2010 national standards for ECE AAS programs. This course is primarily involved with standard #2 Building Family and Community Relationships and #3 Observing, Documenting and Assessing to Support Young Children and Families. Each standard also has key components, which are used to determine our student learning outcomes for this course. The assignments will be related to the outcomes.

By the end of the course students will be able to demonstrate competence in each of the following:

<u>Outcome 1:</u> Students seek and use knowledge of diverse family and community characteristics to develop respectful, reciprocal relationships that support and empower each family. (NAEYC Standard: 2a)

Associated Assignment: Weekly Chapter Activities associated with gathering assessment documents using appropriate practice and knowledge of Early Childhood Education. Samples of collected work will be assessed each class, 135 pts. 27% of grade.

<u>Outcome 2:</u> Students involve all families in their child's development and learning, acknowledging there are a multitude of ways to engage families to participate and contribute (NAEYC Standard: 2b)

Associated Assignment: This written assignment includes assessment of student's interview with the parent by the parent and another professional, 15 pts. 3% of grade.

<u>Outcome 3:</u> Students can articulate the goals, benefits, and uses of assessment. (NAEYC Standard: 3a)

Associated Assignment: Demonstrate through in-class demonstration techniques used during assessment process, 30 pts. 6% of grade.

 <u>Outcome 4:</u> Students use systematic observations, authentic documentation, reflection, and other effective ethical assessments strategies in a responsible way, including using assistive technology for children with disabilities. (NAEYC Standard: 3b)

Common Assignment: Students will provide an example of a child portfolio with screening tool(s) and analysis of work samples. Further recommendation of child development activities and individualize curriculum based on the analysis of the portfolio will be included, 100 pts. 17% of grade. ***This activity is this courses common assignment; save for your portfolio.***

Supportive Skills: Support associate degree students' ability to gain competence in relation to the core standards. With these skills students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

This course includes the following supportive skills:

- **Verbal:** Students have effective skills in written and verbal communication demonstrated by a competent and complete verbal presentation of the final child portfolio.
- **Identifying and Using Professional Resources:** Students know how to identify and use credible professional resources from multiple sources to include screening and assessment tools, recording documents and ways in which they can track observations of children.
- **Making Connections between Prior Knowledge/Experience and New Learning:** Students respect and draw upon their past or current work experiences through the process of implementing and demonstrating content knowledge in previous coursework. Students will use their understanding of child development, curriculum strategies and theory to make critical analysis of children's behavior in context to assessment and recording. Students will articulate specific milestones in several developmental areas.

Methods of instruction
This course is taught using a combination of video, Audio/Video lecture, reading materials, didactic interactions, reflections and field assignments.

Assignments:
1. *Self-Reflection Activities:* Each week students will provide a written response to a question(s) about their knowledge of observation utilizing their past and current experiences and their past and current and emerging knowledge about observation.
2. *Honing Our Observation Skills:* Each week students will learn about, reflect on, and implement a developmental screening tool. Students will use video and live observation sites to complete this activity. Recording of their experience and recommendation of next steps in curriculum planning and meaningful activities are included and provided to the instructor via email, Blackboard or in class.
3. *Screening Tools:* Students will examine a variety of developmental screening tool articulating the strength and usefulness of each tool, the weaknesses or gaps, make decision about reliability and validity, then provide an audio summary of their conclusions.
4. *Child Learning Portfolio:* Weekly student will collect a relevant part of a child's development using screening and other tools. The data will be collected, analyzed and assessed for further follow up concerning child goal setting. The data will be c collected over the course of the semester and then presented with a detailed summary statement about their knowledge of the child and recommendation for future growth to the rest of the class via Blackboard Collaborate or in class.

Each lesson has an accompaniment reflection paper that will include all the assignments for that lesson for you to include your answers and comments unless otherwise noted. The reflection document is specific to each lesson. Students must email the completed reflection instead of using Blackboard drop boxes. I will respond using the review feature in word. In order to see my comments you must open the document and go to the review tab. I will respond both written and verbally.

Estimated Course Schedule
 Each units consist of 5 hours for lesson and texts, 4 hours on related assignments = 9 hours x 14 units = 126 total hours for 3 credits.

Pacing: Although actual hours spent each week will vary between individuals, students should expect to spend an average of 9 hours every week for this course.

Week	Readings From: "Six Simple Ways to Asses Young Children"		Assignments Due	Effort	Due Dates Check when Completed
1		**Course Introduction** Assessment- Searching for Authenticity	1. Lesson Folder 1 and Texts 2. Introductory Activity- First Contact Assignment	8 hrs 1 hr	9-9 ☐ 9-9 ☐
2	Part 1 Pages 1-14	**The Art of Making it Simple** NAEYC Assessment/Screening Code	1. Lesson Folder 2 and Texts 2. Journal Assignment #1	7 hrs 2 hrs	9-16 ☐ 9-16 ☐
3	Part 2 Pages 15-38	**Developmental Checklist** Use a developmental checklist to assess a child's development Evaluate Screening Resources	1. Lesson Folder 3 and Texts 2. Journal Assignment #2 3. Second Contact Assignment	6 hrs 2 hrs 1 hr	9-23 ☐ 9-23 ☐ 9-23 ☐
4	Part 2 Pages 39-50	**Parent Interviews** Use a parent interview to assess a child's development Anecdotal Recordings- Assess Samples	1. Lesson Folder 4 and Texts 2. Journal Assignment #3	7 hrs 2 hrs	9-30 ☐ 9-30 ☐
5	Part 2 Pages 51-60	**Child Self-Portraits** Gather Samples of Child's Work- Assess Samples Complete Normative Chart- Assess Samples	1. Lesson Folder 5 and Texts 2. Journal Assignment #4 3. Third Contact Assignment	6 hrs 2 hrs 1 hr	10-7 ☐ 10-7 ☐ 10-7 ☐
6	Part 2 Pages 61-70	**Writing, Drawing, Other Samples** Collect Writing Samples- Assess Anecdotal Recordings- Assess Samples	1. Lesson Folder 6 and Texts 2. Journal Assignment #5	7 hrs 2 hrs	10-14 ☐ 10-14 ☐

7	Part 2 Pages 71-86	**Audio (or Video) Tapes and Anecdotal Records** Collect Audio/Video Samples- Assess	1. Lesson Folder 7 and Texts 2. Journal Assignment #6 3. Fourth Contact Assignment	6 hrs 2 hrs 1 hrs	10-21 ☐ 10-21 ☐ 10-21 ☐
8	Handout: Understanding Environmental Screening Tools	**Using Environmental Screening Tools to Assess Classroom Instruction** Collect Writing Samples- Assess Using environmental screening tools to determine child goals	1. Lesson Folder 8 and Texts 2. Journal Assignment #7	7 hrs 2 hrs	10-28 ☐ 10-28 ☐
9	Handout: Understanding teacher instruction screening tools	**Using the CLASS Tool for Assessing Quality Classroom Instruction** Anecdotal Recordings- Assess Samples Introduction to the CLASS tool Part 1	1. Lesson Folder 9 and Texts 2. Journal Assignment #8 **3.** Fifth Contact Assignment	6 hrs 2 hrs 1 hrs	11-4 ☐ 11-4 ☐ 11-4 ☐
10	Handout: Understanding teacher instruction screening tools	**Using the CLASS Tool for Assessing Quality Classroom Instruction** Specific Observations of Development Introduction to the CLASS tool Part 2	1. Lesson Folder 10 and Texts 2. Journal Assignment #9	7 hrs 2 hrs	11-11 ☐ 11-11 ☐
11	Handout: Understanding teacher instruction screening tools	**Using the CLASS Tool for Assessing Quality Classroom Instruction** Specific Observations of Development Introduction to the CLASS tool Part 3	1. Lesson Folder 9 and Texts 2. Journal Assignment #10 3. Sixth Contact Assignment	6 hrs 2 hrs 1 hrs	11-18 ☐ 11-18 ☐ 11-18 ☐
12	Handout: "Data Wise"	**Data Collection and Analysis** Practice using the process of data wise to assess and plan instructional outcomes for children	1. Lesson Folder 12 and Texts 2. Journal Assignment #11	7 hrs 2 hrs	11-25 ☐ 11-25 ☐
13	Part 3 Pages 87-96	**Putting it All Together** Creating a Narrative Summary	1. Lesson Folder 13 and Texts 2. Journal Assignment #12 3. Seventh Contact Assignment	6 hrs 2 hrs 1 hrs	12-01 ☐ 12-01 ☐ 12-01 ☐
14		**Portfolio Presentation** Complete Your Final Narrative Summary Evaluate and Reflection of the Development and Presentation of the Child Portfolio	1. Lesson Folder 14 and Texts 2. Portfolio Presentation	6 hrs 3 hrs	12-8 ☐ 12-8 ☐

Course Policies

- Ask questions when needed. There are no stupid questions. Be sure you have read the course syllabus many times and refer to it before contacting the instructor. Many times the answer to your question is found in the syllabus.
- **I discourage texting during meeting times. It is important to be fully present during our brief time together. Please save texting, surfing and checking Facebook during breaks after meeting concludes.**

- Quality Issues: Homework and Field assignments are to be typed (computers and word processor) unless otherwise stated. This is an important professional standard in ECE and students are expected to demonstrate their competence in this area in this course.

Participation
Students are expected to organize and attend the scheduled synchronize times outlined in the course syllabus. Be sure to give yourself some time prior to meeting times to log on to Blackboard Collaborate for this course. I will provide further guidance in the course shell.

Late Work Policy
In an effort to help students keep up with the pace of the class, late assignments will not be accepted. One waiver will be given. Request to use the late assignment must be made in writing indicating which assignment you would like a waiver. Waiver cannot be used for Blackboard Collaborate meeting or the final assignment. Assignments are considered late if received after 11:59 PM on the day the assignment is due. Issues with email, printers etc. will not be considered when determining late assignment. Well prepared students are expected for college level course work.

Instructors Response Time
Assignment Return- Generally students can expect assignment returns within a week excluding holidays.
Email/Phone Response- Generally students can expect a return response within 24-48 hours. However, it is likely responses will be sooner excluding holidays.

Assignment Submittal
Students can submit assignments either through email (amattacchione@alaska.edu) Meetings may be conducted via Blackboard Collaborate interface as well as presentation of your final field assignment. If you submit your assignment through email and I do not reply within 24 hours, it may mean I did not receive it. Please double check with me to ensure I have received the assignment. I will respond and note that I received your email.

Checking Your Grade
Students are strongly encouraged to check grades frequently to ensure accuracy of grade and assignment submittal. Check your grades by clicking on the 'My Grades' link on the left side menu of the Blackboard course shell. A green icon indicates that the assignment has not been graded. Please read all instructor feedback provided on graded assignments.

Grading Policy
Students planning to graduate with an ECE degree must obtain a C or better grade in their ECE major courses. If a student repeats a course, the most recent grade (not necessarily the highest) is the one that is applied to graduation and used for determining your GPA.

Grading and Student Involvement:

Collaboration: Contact Assignments: (7 meetings X 10)	70 Pts	14%
Instruction/Assignment: Lessons: (14 X 25)	350 Pts	70%
Self-Reflection Activities		
Screening Tools		
Honing Our Observation Skills		
Child Learning Portfolio:		
Final Assignment: Child Portfolio Presentation and Reflection	80 Pts	16%
Total	500 Pts	100%

Evaluation Policy

Grade	Points	Definition
A = 100% - 90%	500 - 450	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise. Student enthusiastically participates and offers examples for discussion. All work is completed on time.
B = 89% - 80%	449 - 400	Better than the average. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A". Student participates knowledgeably in discussion. Work is completed on time.
C = 79% - 70%	399 - 350	Average. The student grasps the essential information; material is complete, although some assignments are late. Student regularly participates in discussion. Minimum grade for ECE majors.
D = 69% - 60%	349 - 300	Below average. Student misses significant aspects of the assignment. Much of the material is not turned in on time; student is unprepared to present project or participate in discussions. Cannot be applied to the ECE degree; must be repeated.
F = below 60 %	299 - 250	Student was unable to complete the assignment on time with at least a 60% understanding and presentation. Student does not participate significantly in discussion.
NB = No basis		Since fall 2006 this grade option has been reinstated. It will be awarded if there is insufficient progress and/or attendance. No credit is given and this grade is not calculated in the GPA. It is a permanent grade and cannot be removed later by completing outstanding assignments.

Explanation of W, NB, I grades

Withdrawals

Successful, timely completion of this course starting and establishing your progress through this course early can help to encourage your successful completion of the course. Toward this end, this course adheres to the following UAF eLearning & Distance Education procedures:

1. The first contact assignment is due one week after the first day of instruction. *Failure to submit this assignment within the first week of the course could result in withdrawal from the course.*
2. *Failure to submit the first three content assignments by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result **in instructor initiated withdrawal from the course (W)***.

No Basis Grades

This course adheres to the UAF eLearning Procedure regarding the granting of NB Grades. The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Incompletes

Following the University of Alaska Fairbanks Incomplete Grade Policy:

"The letter "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, the student has not been able to complete the course during the regular semester. Negligence or indifference is not acceptable reasons for an "I" grade."

Support Services

UAF eLearning Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907- 455-2060 or toll free 1-800-277-8060 or contact staff directly – for directory listing see: https://elearning.uaf.edu/contact/

Title IX

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;

2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;

3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

UAF Help Desk
Click here (http://www.alaska.edu/oit/) to see about current network outages and news.
Reach the Help Desk at:
E-mail at helpdesk@alaska.edu· fax at (907)-450-8312
Phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

Disabilities Services
The **UAF Office of Disability Services** operates in conjunction with eLearning. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site (http://www.uaf.edu/apache/disability/) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail (fydso@uaf.edu).

UAF Writing Center
The Writing Center is a student-staffed, student-oriented service of the English Department. Tutors can assist you in all phases of the writing process, including the following: brainstorming and generating topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity and correctness. Tutors collaborate with each student on a one-to-one basis in any phase of the writing process: planning, drafting, or revising. They also help writers discover ways of improving grammar, mechanics, and punctuation.
http://www.alaska.edu/english/writing-center/
Phone: (907) 474-5314

Academic Integrity
As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct (http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)