

**Syllabus**  
**ECED 1060**  
**Observation, Assessment & Guidance**  
**2021**

**Committee Members:**

Barb Beck, Jackie Zeckser, Lisa Brestel, Central Community College  
Deanna Peterson, Metropolitan Community College  
Loretta Hauxwell, Mid-Plains Community College  
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Crystal Kozak, Southeast Community College  
Patsy Yager, Western Nebraska Community College  
Kweku Ocran, Little Priest Tribal College  
Jackie Hahn, Nebraska Indian Community College

**Facilitator: Julie Miller NDE**

**The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.**

 Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/26/2021	Adopt
 Chief Academic Officer, Metropolitan Community College	03/29/2021	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Adopt
 Chief Academic Officer, Northeast Community College	03/26/2021	Adopt
 Chief Academic Officer, Southeast Community College	03/26/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/30/2021	Adopt



## **I. CATALOG DESCRIPTION**

Course Number: ECED 1060  
Course Title: Observation, Assessment and Guidance  
Prerequisite: None

Catalog Description: This course introduces a variety of observation, assessment and guidance strategies used in early childhood education settings birth through age eight.

Credit Hours: 3.0 Semester Hours/4.5 Quarter Hours

## **II. COURSE OBJECTIVES/COMPETENCIES**

The course will:

1. Identify the types of observation and assessment based upon Nebraska State Early Learning Guidelines and National Association for the Education of Young Children standards.
2. Identify principles relevant to observation assessment, and guidance.
3. Summarize the goals, objectives, and techniques of positive guidance.
4. Examine biological, environmental, cultural, and other factors that impact children's behavior.
5. Identify strategies for building partnerships with families and agencies for referrals and collaboration.
6. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

## **III. STUDENT LEARNING OUTCOMES**

Students will be able to:

1. Demonstrate the ability to utilize a variety of methods of observation and assessment of children.
2. Compare and contrast the differences between screening and assessment.
3. Analyze observation and assessment results utilizing culturally relevant and ethical principles.
4. Recognize developmentally appropriate guidance techniques for children.

5. Analyze biological, environmental, and cultural factors impacting children's behavior.
6. Evaluate the possible motives for behavior in young children.
7. Illustrate positive reciprocal communication with educators, families and/or agencies regarding areas of strengths or concerns with children.
8. Explain the importance of positive relationships between parents, educators, and children.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

1. Role of Observation and Assessment within the ECED Classroom
2. Methods of Observation and Assessment
3. Connections between Observation, Assessment and Guidance
4. Guidance Techniques
5. Partnerships with Parents

#### **V. INSTRUCTIONAL MATERIALS**

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Gartrell, Dan. A Guidance Approach for the Encouraging Classroom, Thompson Delmar Publishers

Miller, Darla Ferris. Positive Child Guidance. Delmar Publishers Inc.

Nilsen, Barbara Ann. Week by Week: Plans for Observing and Recording Young Children. Delmar Learning.

Dichtelmiller, Margo L., and Dombro, Amy Laura, and Jablon, Judy R. The Power of Observation: Birth to Age 8, Gryphon House, Inc., Lewisville, NC

Kersey, Katharine C., and Marie L. Masterson. 101 Principles for Positive Guidance with Young Children, Pearson, 2013, ISBN: 978-0-13-265821-8

Beaty, N.J., (2014). *Observing development of the young child* (8th edition). Pearson.

Supplemental Texts:

Teaching Strategies GOLD Assessment Toolkit for children from Birth Through Kindergarten. Here is the link to the website:

<https://www.teachingstrategies.com/page/assessment-early-childhood-overview.cfm>

Nebraska Core Competencies

Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards*, [www.education.ne.gov/oec/early-learning-guidelines](http://www.education.ne.gov/oec/early-learning-guidelines)

Squires, J., & Bricker, D. (2009). *Ages & Stages Questionnaires®, Third Edition (ASQ®-3): A Parent-Completed Child Monitoring System*. Baltimore: Paul H. Brookes Publishing Co., Inc.

## **VI. METHODS OF PRESENTATION/INSTRUCTION**

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

## **VII. METHODS OF EVALUATION**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

## **VIII. INSTITUTIONAL DEFINED SECTION**

*To be used at the discretion of each community college as deemed necessary.*