**Observation and Assessment of the Young Child**

A 10-day Faculty Seminar developed for Shanghai Normal University

June 27 – July 8, 2016

Facilitated by:

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Developed by:

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**Seminar Description:**

The purpose of this seminar is to explore observation and assessment practices in early childhood education and special education. Purposes and types of assessment for young children of all abilities ages birth-8 years will be addressed through professional exploration. Issues of use and misuse of assessments will be discussed.

**Outcomes:**

Participants will be able to:

* Demonstrate an understanding of how law and policy shape early childhood and early childhood special education current assessment practices and trends.
* Begin to identify with the early childhood profession and will exhibit the attributes of a collaborative educational leader including the acquisition of appropriate knowledge, skills, and dispositions.
* Consider the implications of child development and abilities/disabilities as they relate to assessment practices.
* Demonstrate an understanding of issues, trends, culture and family affecting children, families, programs, and assessment for young children.
* Articulate the importance of research-based assessment and observation for young children.
* Compare and contrast a variety of observation, assessment, and screening tools used with young children.
* Familiarize oneself with effective adult learning principles to use in the college classroom to help improve student engagement and learning

**Required Readings:**

**\*Textbook:**

McAfee, O., Leong, D. J., & Bodrova, E. (2004). Basics of assessment: A primer for early childhood

educators. *Washington, DC: NAEYC*.

**\*Book Chapters:**

Hess Robbins, S., Pretti-Frontczak, K., & Grisham-Brown, J. (2011). Recommended practices for

assessing children with diverse abilities. In J. Grisham-Brown & K. Pretti-Frontczak (Eds.). (2011). *Assessing Young Children in Inclusive Settings: The Blended Practices Approach (pp.15-36)*. Baltimore, MD: Brookes Publishing Company.

Stevenson, W. A., Grisham-Brown, J., & Pretti-Frontczak, K. (2011). Authentic assessment. In J.

Grisham-Brown & K. Pretti-Frontczak (Eds.). (2011). *Assessing Young Children in Inclusive Settings: The Blended Practices Approach (pp.15-36)*. Baltimore, MD: Brookes Publishing Company.

**\*Journal Articles:**

Bian, X., Yao, G., Squires, J., Hoselton, R., Chen, C. I., Murphy, K., …& Fang, B. (2012). Translation and

use of parent-completed developmental screening test in Shanghai. *Journal of Early Childhood Research*, *10*(2), 162-175.

Clifford, J., Squires, J., Yockelson, S., Twombly, E., & Bricker, D. (2011). Developmental screening in

early childhood: Potential roadmaps for those considering the journey. *Young Exceptional Children Monograph Series*, *13*, 16-42.

Durán, L. K., Cheatham, G. A., & Santos, R. M. (2011). Evaluating young children who are dual language

learners: Gathering and interpreting multiple sources of data to make informed decisions. *Young Exceptional Children Monograph Series*, *13*, 133-145.

Dunst, C. J. (2015). Improving the design and implementation of in-service professional development in

early childhood intervention. *Infants & Young Children*, *28*(3), 210-219.

Rutland, J., & Hall, A. H. (2013). Involving families in the assessment process. *NHSA Dialog: A Research*

*to Practice Journal for the Early Childhood Field, 16*(4).Retrieved from: https://journals.uncc.edu/dialog/article/view/153/203

Santos, R. M., Ostrosky, M., Yates, T., Fettig, A., Cheatham, G. & Shaffer, L. (2011). Bringing pieces

together: Assessment of young children’s social-emotional competence. *Young Exceptional Children Monograph Series*, *13*, 111-132.

Zhang, C., & Hu, B. (2015). Inclusion as an approach and process for promoting acceptance and

success: Comparative perspectives between the United States and China. *International Journal*

*of Early Childhood Special Education, 7*(2), 238–250.

**\*Policy Statements:**

DEC Recommended Practices on Assessment

NAEYC Where We Stand on Curriculum, Assessment, and Program Evaluation

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| The instructor will meet with any individuals seeking more information or those who want clarification or have questions each day from 3-4pm, Monday through Thursday.  *As a community of early childhood education learners and leaders, each person carries the responsibility for what happens during our time together. Our seminar times will include a wide range of activities, small and large group discussion, presentations and direct instruction.* |

**Participation:**

As we participate in this workshop together, you are invited to be an active and engaged participant. Sharing and participating in discussions also includes a sincere commitment to respectful listening and being open to the thoughts and opinions of others.

Our experiences will be based on the following beliefs about learning:

* Learning is an active process. We will immerse ourselves in reading and responding in a variety of ways to professional readings and children’s books.
* Learning is a social process of collaboration with others. We will explore our thinking about early care and education through dialog with others. There will be many opportunities for informal interaction and sharing both in small groups and in whole class discussions and projects.
* Learning occurs when we make connections to our own experiences. Responses to our readings and experiences will focus on connections to our lives and teaching experiences. We will share ideas and concerns from our teaching and professional experiences. We will also identify and explore tensions about our current beliefs and past experiences to question our values.
* Choice allows learners to connect to their experiences and feel ownership in the classroom curriculum. We will have choices in what we read, how we respond, and the specific focus of projects and small group experiences.
* Learning is reflective as well as active. We will have many opportunities to reflect on what we are learning through writing, talking and self-reflection.
* Learning occurs in a multicultural world with many ways of knowing. We will search for professional and children’s literature that reflects diversity in experiences and ways of expressing those experiences, expanding our understanding of the cultural pluralism in both children’s lives and in literature.
* Learning is a process of inquiry. As learners, we need to search out the questions that matter in our lives and develop strategies for exploring those questions and sharing our understanding with others.

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| Western Oregon University’s College of Education holds these Foundational Values:   * *Educational Equity* * *Cultural Sensitivity* * *Intellectual Vitality* * *Professionalism* |

**Course Schedule:**

The topics may vary due to emergent issues, questions or subjects brought forward by the faculty, participants, or the facilitator.

| **Day** | **Topics and Issues** | **Readings and In-Class Assignments** |
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| WEEK 1  Day 1  June 27 | Introductions  Ground Rules  Overview of ECE Field and Child Development Theories   * What is ECE in the U.S.? * What is ECE in China?   Language/Definitions of Assessment and Observation | In-Class: Getting to Know You Informational Sheet  TO PREPARE FOR DAY 2   * Textbook: Basics of Assessment pp.3-17 * Article: Dunst (2015) |
| WEEK 1  Day 2  June 28 | Overview of Adult Learning Theories to Integrate into College Classes  Observing Children   * Becoming Objective * Learning to Observe | TO PREPARE FOR DAY 3   * Rutland & Hall (2013) |
| WEEK 1 Day 3 June 29 | Observing Children Part 2  Displaying Observations  Reggio Emilia-type Documentation Panels  Montessori 3-Period Lesson | TO PREPARE FOR DAY 4  Policies/Articles:   * DEC Recommended Practices on Assessment * NAEYC Where We Stand on Curriculum, Assessment, and Program Evaluation |
| WEEK 1  Day 4  June 29 | Policies on Assessment  Family Involvement in the Assessment Process | In-Class: Creating Ideal Policies  TO PREPARE FOR DAY 4   * Book Chapter: Stevenson et al. (2011) |
| WEEK 1  Day 5  July 1 | Purposes and Types of Assessment  Environmental Assessment   * What Makes a High-Quality Early Childhood Environment? * Early Childhood Environment Rating Scale-Revised * Checklist: Member of the Class -- Teacher’s Guide | In-Class:   1. Mid-Seminar Check-In 2. Practice of assessment tools (ECERS-R, Member of the Class Checklist)   TO PREPARE FOR DAY 6   * Textbook: pp.21-50 * Book Chapter: Hess Robbins et al. (2011). |
| WEEK 2  Day 6  July 4 | Developmental Milestones and Sequences   * Learn the Signs, Act Early | TO PREPARE FOR DAY 7   * Article: Duran, Cheatham, & Santos (2011) * Article: Zhang & Hu (2015) |
| WEEK 2  Day 7 July 5 | Cultural Differences in Milestones  Assessing Dual Language and Bilingual/Multilingual Learners | TO PREPARE FOR DAY 8  Articles:   * Bian et al. (2012) * Clifford et al. (2011) |
| WEEK 2 Day 8  July 6 | Developmental Screening   * Establishing a developmental screening system * Introduction of the Ages and Stages Questionnaires | In-Class: Practice of assessment tools (ASQ-3)  TO PREPARE FOR DAY 9   * Textbook: p.51-66 * Article: Santos et al. (2011) |
| WEEK 2  Day 9  July 7 | Assessing Social-Emotional Development   * Introduction of the Ages and Stages Questionnaires: Social-Emotional   Tying Assessment Data to Instruction   * Data-based decision making | In-Class: Practice of assessment tools (ASQ-SE2)  TO PREPARE FOR DAY 10   * Textbook: p.67-79 |
| WEEK 2  Day 10  July 8 | Use and Misuse of Assessment  Final Thoughts | In-Class: Final Check-In  And Celebration! |

**Seminar Activities and Assignments:**

Activities and assignments for this workshop will vary depending on discussion in class and interest areas of participants. Activities and assignments may include, but are not limited to the following:

· Reflective journaling around workshop topics, readings and discussions.

· Discussion of case studies.

· Review of literature related to the topic areas.

· Compare and contrast viewpoints of assessment practices using a global perspective.

· Poster presentation on observation/assessment topics within early childhood.

**Contact information for**

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