



Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at www.nwic.edu/faculty (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to amkarlberg@nwic.edu.

Last date this form was updated or edited	February 3, 2017
Course Number (e.g., ENGL 101)	ECED 212
Course Name (e.g., English Composition I)	Observation, Documentation and Assessment
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Shelley Macy; Constance Maipi
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Week by Week, Documenting the Development of Young Children</i> , 4th Edition. Barbara Ann Nilsen. 2008. Thomson Delmar Learning . ISBN 141807280X
	<i>The Art of Awareness</i> , Deb Curtis & Margie Carter. 2000, Redleaf Press. ISBN 978-188483484-4.
	Recommended:
	<i>The Creative Curriculum for Preschool</i> . Dodge, Colker, and Heroman. Teaching Strategies. Washington DC. 2002. ISBN 10- 1-879357-43-5.
	OR <i>The Creative Curriculum for Infants and Toddlers, revised edition</i> . Dombro, Colker, and Dodge. Teaching Strategies. Washington, DC. 2001. ISBN: 1-879537-40-0

A. **NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen).

NWIC outcome # (e.g., “Written communication: 2a. write standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Written Communication: 2a. Write Standard English.	Students will be given group and individual writing activities.	Direct observation, use and create observation documents, written papers.
Oral Communication: 3b. Apply Effective Interpersonal Communication Skills.	Student will be provided opportunities to work in small groups.	Role playing, oral presentations to small and large groups. Implementation of active listening skills through interviewing adults and children. Critiquing running records.

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 8).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Demonstrate awareness of individual children and commitment to learning from them by observation.	<input type="checkbox"/> Discuss scenarios in “Art of Awareness” <input type="checkbox"/> Take a Hike activity <input type="checkbox"/> Discuss description vs interpretation <input type="checkbox"/> Play card game and debrief social development through play <input type="checkbox"/> Formulate personal motivation for observation <input type="checkbox"/> Discussion of teachers’ and schools’ roll in supporting child’s self esteem <input type="checkbox"/> Paper describing teacher’s role as observer and assessor <input type="checkbox"/> Talking Circle	<input type="checkbox"/> Discussion <input type="checkbox"/> Debriefing of Hike activity <input type="checkbox"/> Student discussion <input type="checkbox"/> Participation—ability to delineate between stages of play <input type="checkbox"/> Student writing <input type="checkbox"/> Discussion participation <input type="checkbox"/> Student essay <input type="checkbox"/> Student’s ability to listen respectfully without interrupting
Recognize and use at least five observation/assessment tools.	<input type="checkbox"/> Read about Portfolio assessment; select a child to create portfolio on. <input type="checkbox"/> Small groups—discuss and create “Class List Log” <input type="checkbox"/> Practice descriptive recordkeeping in class—back-to-back block building activity	<input type="checkbox"/> Journal <input type="checkbox"/> Discussion and completed Log <input type="checkbox"/> Student participation and “aha-s” from block building;

	<input type="checkbox"/> Write running record then anecdotal record from Video scene—Vignette 2—Drop off child at child care center” <input type="checkbox"/> Create a Frequency Count Chart <input type="checkbox"/> Discuss methods and use of recording suspected child abuse <input type="checkbox"/> Review chart in text, and examine 5 indicators that are subjective concerning suspected abuse/neglect	<input type="checkbox"/> Written running record and anecdotal record <input type="checkbox"/> Group discussion; completed chart <input type="checkbox"/> Discussion <input type="checkbox"/> Discussion
Apply at least five observation/assessment tools in the direct observation of a child.	<input type="checkbox"/> Create portfolio of observations on a child using 5 tools <input type="checkbox"/> Use Class list log <input type="checkbox"/> Running record—practice observing child; critique classmate’s record <input type="checkbox"/> Record child’s activities using anecdotal record <input type="checkbox"/> Use the FC Chart	<input type="checkbox"/> Completeness of portfolio <input type="checkbox"/> Completed class list log <input type="checkbox"/> Written running record and participation in critiquing <input type="checkbox"/> Written anecdotal record <input type="checkbox"/> Completed chart
Use and select an appropriate observation/assessment technique to collect data on a child’s development.	<input type="checkbox"/> Select behavior to change <input type="checkbox"/> Use Frequency Count Chart <input type="checkbox"/> Make a plan for change	<input type="checkbox"/> Journal <input type="checkbox"/> Completed chart <input type="checkbox"/> Appropriateness of plan to observed behavior
Identify at least three environmental factors that can influence the assessment process.	<input type="checkbox"/> Photos activity with dramatization of emotions and reactions <input type="checkbox"/>	<input type="checkbox"/> Participation
Recognize and value the impact of personal bias on the assessment process and its results.	<input type="checkbox"/> React to photos in class <input type="checkbox"/> Describe photos in class; examine for cultural interpretation, bias, emotional response <input type="checkbox"/>	<input type="checkbox"/> Student participation, openness to hearing other viewpoints, journal entries. <input type="checkbox"/> participation <input type="checkbox"/> Written “letter”
Create at least one observation/assessment tool	<input type="checkbox"/> Create a rating scale	<input type="checkbox"/> Submit rating scale

<p>Identify three uses and three possible misuses of standardized tests.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Small group presentations “Assessing Standardized Tests” <input type="checkbox"/> Write a mock parent letter informing them of an upcoming standardized test 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral presentations <input type="checkbox"/> Written letter
<p>Apply observation results in the curriculum decision making process.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss reasons for observation <input type="checkbox"/> Create a rating scale <input type="checkbox"/> Write proposal for applying rating scale to curriculum development <input type="checkbox"/> Read and write concerning play, development, and observation <input type="checkbox"/> Paper describing changes made to classroom as a result of observations 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in discussion <input type="checkbox"/> Submit rating scale <input type="checkbox"/> Written proposal <input type="checkbox"/> Written paper <input type="checkbox"/> Written paper

C. Please list the NWIC outcomes and course outcomes from above on your syllabus.