



boulder journey school



TEACHER  
EDUCATION  
PROGRAM



University of Colorado Denver  
School of Education & Human Development

**EDHD 6400: Observation, Documentation and Assessment  
Learning, Developmental, and Family Sciences  
School of Education and Human Development (SEHD)  
University of Colorado Denver  
COURSE SYLLABUS  
FALL 2019**

---

**INSTRUCTOR AND COURSE INFORMATION**

Instructor Name: Jennifer Selbitschka, Ph.D.

Instructor Phone: (303) 621-6585

Instructor Email: jen.selbitschka@boulderjourneyschool.com

Class Meeting Days: Wednesdays

Class Meeting Hours: 10:45am-12:00pm/3:45pm-5:00pm

Class Location: Boulder Journey School Teacher Education Room

Course Credits: 3

**COURSE OVERVIEW**

*“We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment.”*

*– Lisa Delpit, American educationalist and author*

**University Course Catalog Description**

This course focuses on developing competencies in observation, documentation, and assessment to inform understandings about children and teaching. Students will draw from child development and ecological theories to observe children’s assets, then interpret and analyze how children learn and develop.

**Course Overview**

The experience in this course will focus attention on how observation, documentation, and assessment can be used to inform understandings about children and the practice of teaching. Specific attention is given to learning *how* to observe and document children’s thinking and learning processes so that useful documentation can be produced and later unpacked for new understandings and insights. Additionally, you will learn that discovering children’s strengths, competencies, and cultural backgrounds--what they bring to the classroom-- is essential to teaching. And you will learn how documentation is a tool for assessment of children and self-assessment of your teaching practice. Insights gleaned from this learning will be enhanced by theories and research on child development and ecological theories and used to make decisions in the classroom.

## Course Goals & Learning Objectives

At the end of the semester you can expect to:

1. Understand and describe what is of value to observe and document during an experience and why.
2. Use documentation as a tool for capturing and uncovering children's thinking and learning processes.
3. Use documentation as a form of assessment of children and for self-assessment of your teaching practice, ultimately informing the decisions you make as a teacher in the classroom.
4. Identify and describe the complexities of the observation/documentation process, and implement solutions.
5. Identify meaningful aspects from documented artifacts that provide insights about children and the practice of teaching.
6. Judge the limitations and affordances of various tools for documentation in relation to research goals.
7. Evaluate the quality of documentation and its potential for offering insights to inform your understandings of children and your teaching practice.
8. Conduct analyses from documentation that generate critical hypotheses and interpretations about children and your teaching practice that will impact the decisions you make in the classroom.
9. Apply knowledge of child development and learning theory to enhance analyses generated from documentation.
10. Understand how to use documentation to make children's competence and learning visible, promoting the voice of the child as a tool for advocacy about the right of all children to quality educational experiences.

## Required Texts and Materials

Edwards, C., Gandini, L., & Forman, G. (Eds.). (2012). *The hundred languages of children: The Reggio Emilia experience in transformation (3rd ed.)*. Santa Barbara, CA: Praeger.

Guidici, C., Rinaldi, C., & Krechevsky, M. (2001). *Making learning visible: Children as individual and group learners*. Reggio Emilia, Italy: Reggio Children.

Jablon, J.R., Dombro, A.L., & Dichtelmiller, M. L. (2007). *The power of observation from birth through eight (2<sup>nd</sup> ed.)*. Washington, D.C.: Teaching Strategies, Inc. & NAEYC.

## Supplementary Texts and Materials

To further enhance your knowledge and understandings of theory and research related to child development and learning, you will be accessing scholarly readings during the weeks you are conducting observations and submitting documentation. Connections to scholarly resources will be heavily supported by the Auraria online library. See <http://library.auraria.edu/> for more information.

---

## EVALUATION

**Weekly Attendance & Participation – 80 points (5 points per class)**

You are expected to be on time to class and ready to contribute to class discussions in a way that reflects a developing grasp of course material through readings, assignments, and actions in your classroom. If you are someone who is more comfortable speaking in smaller groups, perhaps give yourself the goal of speaking at least once per class in the large group. Your contributions are expected to offer insights, new perspectives, and provocations to your peer's thinking. When met with different perspectives in class you are expected to meet these differences with an open mind and receptive attitude - a healthy conversation around different perspectives is a lifelong skill. Remember, different perspectives are food for thought and opportunities for growth and learning, as opposed to a critique on you or your ways of thinking. To receive full participation points you will:

- Arrive to class on time
- Offer thoughtful contributions that complement and enhance the group discussion
- Offer different perspectives and are open to the perspectives of others
- Allow space for other voices to be heard
- Come to class prepared, having completed your homework and reflected on it beforehand
- Act in professional and respectful ways to your peers and Instructor at all times
- Respectfully nudge your peers' thinking as a way of supporting their learning process

0 points	3 points	5 points
No attendance and participation	Attendance and some contribution to the success of the class session	Attendance and significant contribution to the success of the class session

### Assignments

The breakdown of Assignments for this course are as follows:

1. Readings
2. Weekly Observation, Documentation, & Assessment
3. Synthesis of Learning

If you find that an assignment is not working for you and/or you are seeking more challenge in your assignments, you may propose an alternative assignment to the Instructor. Your proposal must be shared with the Instructor at least two weeks advance so that agreements can be made surrounding your proposal with plenty of time for you to complete your work.

#### 1. Readings

Your learning during class discussions will heavily depend on your familiarity with the readings. While there is nothing to submit, plan to come to class prepared to discuss your impressions and questions from the readings and share noteworthy excerpts.

#### 2. Weekly Observation, Documentation, & Assessment – 200 points - due September 11, September 18, October 2, October 9, October 23, October 30, November 13 & November 20

Each week you will observe and document an experience. Your observations will be organized around the following topics, with each topic receiving three weeks of focused attention:

- Building Relationships with Children
- Provocating Classroom Spaces
- Increasing the Quality of Certain Times of Day
- Facilitating Learning Groups with Mentor/Director

#### *Building Relationships with Children (September 4-September 25)*

Between the weeks of September 4 through September 25 you will focus attention on observing children in your classroom with the purpose of getting to know them, and more importantly, establishing trusting relationships with them. Observation, documentation, and assessment are tools for bringing you closer to children, delving beneath the surface of your assumptions about who they are. Relationships with children lay the foundation for the quality of your teaching experience. Additionally, the process of connecting with children through observation, documentation, and assessment reveals children's interests and curiosities that can be used to inform decisions regarding curriculum in the classroom. Each week during this cycle, you will hone in on an area of particular interest to you from which you will continue to build each week. Possible questions to guide your research include (but are not limited to):

- *Who is this child? What are the child's likes/dislikes? What are the child's strengths and goals? What have you learned about the child's family and culture? When do you see the child shine? Laugh? What does the child like to do? Does the child spend a majority of their time with peers, alone, or with adults? Does the child initiate interactions with you or do you tend to initiate interactions with the child? What common interests do you share? How does the child communicate trust in you and vice versa? How do you and the child navigate differences of opinion? What is special about this child?*

#### *Provocating Classroom Spaces (September 25-October 16)*

Between the weeks of September 25 through October 16 you will focus attention on observing the ways that children are interacting (or not interacting) with spaces and materials in the classroom. Observation, documentation, and assessment provide critical information that can help you design the classroom environment in ways that challenge, provoke, excite, and entice children's thinking and learning. Moreover, this information helps you better understand the relationship between children and the environment, offering pertinent insights that can help you move past stuck points and more effectively offer experiences with which children connect. Each week during this cycle, you will hone in on an area of particular interest to you from which you will continue to build each week. Possible questions to guide your research include (but are not limited to):

- *What happens here? What actions do you observe from the children? How is this space used compared to other spaces of the classroom? What types of conflict occur in this space and in which ways do the children work well in the space? What do children say in this space? What themes in play and/or actions do you notice taking place? Are you drawn to this space – why or why not? Is this space clean, tidy, organized, beautiful? What materials are used, not used? Is there variation in the size, quantity, weight and physical properties of the materials? What theories and or hypotheses do the children appear to be exploring in this space? What about this space draws children in? What ways do you see families engage in this space when they enter the classroom?*

#### *Increasing the Quality of Certain Times of Day (October 16-November 6)*

Between the weeks of October 16 through November 6 you will focus attention on increasing the quality of times of the day you have identified as needing improvement. Intentionally observing, documenting, and assessing times of day can provide you with a wealth of information about what is happening and why, that will inevitably lead to ideas about how to make it better. We often forget about the power of these tools in helping us navigate the complexities of the day. Each week during this cycle, you will hone in on an area of particular interest to you from which you will continue to build each week. Possible times of day on which you may choose to focus attention include drop off, pick up, class meeting, mealtimes, transitions, and/or nap time. Possible questions to guide your research include (but are not limited to):

- *What parts of the day would you qualify as positive and what parts of the day would you qualify as needing improvement? How are you capitalizing upon learning opportunities during each portion of the day? Are you valuing parts of the day equally or have you deemed some as significant and others as insignificant? What can be improved and how? How do the routines and rituals during your selected part of the day support relationships? Support learning? Support teachers' understanding of the learning process? How might you develop ideas and strategies to improve the quality of this part of day? What can you learn from videotaping this part of the day? In what ways might teacher expectations inhibiting the quality of this part of the day? Do teachers and children have the same expectations for this part of the day? How are the children's voices present in decisions regarding this part of the day? How are families voices present in decisions about the parts of the day when they are present?*

#### *Facilitating Learning Groups with Mentor/Director (November 6-December 4)*

Between the weeks of November 6 through December 4 you will find opportunities to observe your Mentor and/or Director facilitate a learning group of children. There is much to be learned from the opportunity to be on the periphery of an experience to observe, document, and assess how another educator facilitates. After the observation, you will arrange time to unpack your observations and documentation with your Mentor/Director during your regularly scheduled meeting time. Each week during this cycle, you will hone in on an area of particular interest to you from which you will continue to build each week. Possible questions to guide your research include (but are not limited to):

- *What are some things that you notice the teacher does or does not do? Are there times when the teacher approaches something differently from how you might have approached it? List the ways the teacher is effective. List the ways the teacher is ineffective (we are all effective and ineffective in every interaction in some way). What did you notice about the teacher's choice of language, body language, tone of voice? Reflect on when the teacher stepped in and when the teacher did not? How the teacher documented and why – why they chose what they chose to document? Did the teacher's verbal communications add to the children's learning or distract from the children's learning- when did the teacher's verbal communications add and when did it take away? In what ways did you see the teacher and children working in partnership? How do the teachers' actions and comments reflect and take into account the unique characteristics, backgrounds and competencies of the children?*

Each week you are required to document at least one experience, however you are encouraged to do more. For each documented experience, you will a) reflect on the general experience of documenting in the moment and b) revisit the documentation to uncover new understandings

and insights about children and teaching practices. You will submit your documentation and reflections that address the following questions to the Instructor:

- Self assess your capacity to value and document the whole experience as opposed to just what you were looking for.
- What decisions did you make around documenting during the experience and why? Consider here, decisions on any of the following:
  - Whether what you want to capture is best captured through photos, notes, videos, and/or sketches
  - When you choose to click a photo
  - How many photos you take
  - When you choose to pick up your pen and write something down
  - What you choose to write down
  - How often you write during an experience
  - When you choose to take video as opposed to pictures and vice versa
  - When you are taking video what causes you to choose to keep the camera focused at a particular thing for a particular duration of time, and when do you choose to change the focus to something else in the experience and then back again
  - When to zoom the camera in and zoom the camera out
  - How to move back and forth among documentation tools during an experience
  - What to document
  - How to observe, participate, and document at the same time.
- What tool(s) for documentation did you select and why – prior to the experience and during the experience?
- What question(s) were you attempting to answer through your documentation (these may be questions considered beforehand and/or those that arose during the experience)?
- What challenges did you encounter during your process of documenting? What strategies did you use to overcome these challenges?

In class, you will have time with peers to share your thinking around the questions above and unpack your documentation together, assessing children’s thinking and learning processes as well as self-assessing your teaching practice.

*Formative Evaluation of Work:*

You will submit your documentation and reflections to the Instructor on the following dates: **September 11, September 18, October 2, October 9, October 23, October 30, November 13 & November 20.** The Instructor will assess the quality of your documentation using the rubric below and provide feedback that you are expected to address in the weeks to follow.

Focused Topic	First submission of document artifacts	Second submission of documented artifacts
Building Relationships with Children (Sept. 4-Sept. 25)	September 11	September 18
Provocating Classroom Spaces (Sept. 25-Oct. 16)	October 2	October 9

Increasing the Quality of Certain Times of Day (Oct. 16-Nov. 6)	October 23	October 30
Facilitating Learning Groups with Mentor/Director (Nov. 6-Dec. 4)	November 13	November 20

**Documentation & Reflection Submissions Scoring Rubric:**

\*\*The following rubric will be used to communicate with you the ways you are meeting expectations for the documentation required of each of the four focused topics (see due dates). Note, these numbers are not meant to reflect points that will be used toward a final grade, but rather a guide for you to track your trajectory of learning and growth over the semester. Expectations will be based on the individual competencies of each student.

Level 1 (Below B-Level Work)	Level 2 (B- to B Level Work)	Level 3 (B+ to A- Level Work)	Level 3+ (A Level Work)
<i>Not meeting expectations</i>	<i>Met some expectations</i>	<i>Met most to all expectations</i>	<i>Exceeded expectations</i>

**Documentation & Reflection Final Scoring Rubric**

\*\*The Instructor will use the rubric below as a guide for grading the student's overall quality of learning in this area and reserves the right to make decisions about grading based on the individual learning experience of the student. It is likely that your work will not fall perfectly into one of the columns below but rather reflect elements from more than one column, in which case the Instructor will average among columns for final points.

Criteria	Below B- < 160 points	B- to B 160-173 points	B+ to A- 174-187 points	A 188-200 points
<b>Instructor Feedback</b>	Your submissions do not address Instructor feedback	Your submissions address Instructor Feedback some of the time when relevant	Your submissions address Instructor Feedback most of the time when relevant	Your submissions address feedback for growth when provided by the Instructor all of the time when relevant
<b>Timeliness of Submissions</b>	Several assignments are not submitted on time and are incomplete	More than one assignment is not submitted on time and incomplete	One assignment is not submitted on time OR one assignment is incomplete	All assignments are submitted complete and on time
<b>Purpose of Documentation</b>	Documented artifacts do not	Documented artifacts are	Documented artifacts scratch	Documented artifacts are

	follow any particular thread	fragmented and the intention behind the purpose is unclear	the surface, however the intention behind their purpose is still clear	thoughtful, reflecting clear intentions and purposes
<b>Potential of Documentation for Extracting Thinking &amp; Learning Processes of Children</b>	Documented artifacts are too disjointed and fragmented to extract thinking and learning processes of children	Documented artifacts focus more on capturing children in an experience as opposed to the thinking and learning processes taking place	While the documented artifacts are strong, they focus more on capturing children in an experience as opposed to the thinking and learning processes taking place	Documented artifacts clearly capture children's thinking and learning processes and offer depth and insight to understanding children and the teaching practice.
<b>Reflection</b>	Reflections not provide an examination of self through the questions provided	Reflections could benefit from a deeper and more critical examination of self through the questions provided	Reflections offer an examination of self in through the questions provided	Reflections demonstrate a thoughtful and critical examination of self through the questions provided
<b>Quality &amp; Thoughtfulness of Work</b>	Your submissions reflect thinking that is disjointed and disconnected; ideas articulated are not substantiated	Your submissions offer surface level thinking and ideas articulated lack depth	Your submissions demonstrate intention to meet a high level of quality in thinking and articulation/presentation of ideas	Your submissions reflect a high level of quality in thinking and articulation/presentation of ideas
<b>Energy &amp; Effort to Acquire New Learning</b>	Your submissions do not provide evidence of ways you have worked to acquire new learning and push yourself	Your submissions provide little evidence of ways you have worked to acquire new learning and push yourself outside your comfort zone to try new things	Your submissions provide evidence of ways you have worked to acquire new learning and push yourself outside your comfort zone to try new things	Your submissions demonstrate ways you have been proactive and dedicated toward acquiring new learning, trying new things, moving outside of your

	outside your comfort zone to try new things and may reflect a tendency to stick to what you already know			comfort zone, and incorporating feedback
<b>Demonstration of Growth</b>	Your submissions do not provide evidence of growth in your thinking, learning and evolution of practice	Your submissions illustrate that growth has become stagnant	Your submissions provide examples of your thinking and practice that demonstrate a trajectory of growth in your thinking, learning and evolution of practice	Your submissions provide strong examples of your thinking and practice that demonstrate a trajectory of growth in your thinking, learning and evolution of practice

**3. Synthesis of Learning – 200 points (due September 25, October 16, November 6, & December 4)**

At different points in the semester you will compose a synthesis of your learning around the four cycles of research above: Building Relationships with Children, Provocating Classroom Spaces, Increasing the Quality of Certain Times of Day, and Facilitating Learning Groups with Mentor/Director. Your synthesis will include themes you extracted in the following areas:

- The act of observing and documenting
- Assessment of children
- Self-assessment of teaching practice

Note, each Synthesis will build upon the last when considering identified themes in the areas above, so you will want to be sure to clearly connect back to previous Syntheses when working on your current one.

Each cycle of Documentation, Observation, and Assessment will culminate with a Synthesis of Learning (see details below). Due dates are as follows:

<b>Focused Topics</b>	<b>First submission of document artifacts</b>	<b>Second submission of documented artifacts</b>	<b>Synthesis of Learning</b>
Building Relationships with Children	September 11	September 18	September 25

(Sept. 4-Sept. 25)			
Provocating Classroom Spaces (Sept. 25-Oct. 16)	October 2	October 9	October 16
Increasing the Quality of Certain Times of Day (Oct. 16-Nov. 6)	October 23	October 30	November 6
Facilitating Learning Groups with Mentor/Director (Nov. 6-Dec. 4)	November 13	November 20	December 4

Please find general requirements for the papers below:

### Content Checklist

<p><b><u>The act of observing and documenting</u></b> – you will address themes you have identified through your weekly reflections on the following questions:</p> <ul style="list-style-type: none"> <li>• What decisions did you make around documenting during the experience and why?</li> <li>• What tool(s) for documentation did you select and why – prior to the experience and during the experience?</li> <li>• What question(s) were you attempting to answer through your documentation (these may be questions considered beforehand and/or those that arose during the experience)?</li> <li>• What challenges did you encounter during your process of documenting? What strategies did you use to overcome these challenges?</li> </ul>	
<p><b><u>Assessment of children</u></b> – you will synthesize learning you have taken away from your process of unpacking documentation with peers in class. <i>What did you learn about the children’s thinking and learning processes in regard to the given topic? What research questions around the topic can you answer and what new questions do you have? What conclusions can you draw? How are you taking into account your assumptions and biases in these conclusions? What other learning about children emerged, unrelated to the topic?</i></p> <p>You must support your learning in this area with relevant connections to resources on child development and learning.</p>	
<p><b><u>Self-assessment of teaching practice</u></b> – you will discuss what you have learned about yourself as a teacher through the process of using documentation as a tool for self-assessment. In addition, you will discuss ways that your practice changed and evolved based on this weekly self-assessment. This discussion must be about <i>ways you changed</i> your practice as opposed to <i>ways you plan to change</i> your</p>	

practice in the future. While the latter is also important to reflect on here, the former <u>must</u> be addressed.	
---	--

**General Checklist**

3-5 pages	
12 pt. font	
Double spaced	
Examples of documentation that supported key learning moments in the sections above (The act of observing and documenting, Assessment of children, Self assessment of teaching practice)	
Standard margins	
APA rules & guidelines <i>*A paper that does not reflect APA rules &amp; guidelines will only be eligible for a B+ grade</i>	
A <u>minimum</u> of 3 references total	

**Synthesis of Learning Individual Submissions Scoring Rubric:**

\*\*The following rubric will be used to communicate with you the ways you are meeting expectations for this assignment each week it is due. Note, these numbers are not meant to reflect points that will be used toward a final grade but rather a guide for you to track your trajectory of learning and growth over the semester. Expectations will be based on the individual competencies of each student.

Level 1 (Below B- Level Work)	Level 2 (B- to B Level Work)	Level 3 (B+ to A- Level Work)	Level 3+ (A Level Work)
<i>Not meeting expectations</i>	<i>Met some expectations</i>	<i>Met most to all expectations</i>	<i>Exceeded expectations</i>

**Synthesis of Learning Final Scoring Rubric**

\*\*The Instructor will use the rubric below as a guide for grading the student's overall quality of learning in this area and reserves the right to make decisions about grading based on the individual learning experience of the student. It is likely that your work will not fall perfectly into one of the columns below but rather reflect elements from more than one column, in which case the Instructor will average among columns for final points.

Criteria	Below B- < 160 points	B- to B 160-173 points	B+ to A- 174-187 points	A 188-200 points
----------	-----------------------	------------------------	-------------------------	------------------

<b>Timeliness of Submissions</b>	Several assignments are not submitted on time and are incomplete	More than one assignment is not submitted on time and incomplete	One assignment is not submitted on time OR one assignment is incomplete	All assignments are submitted complete and on time
<b>Synthesis Requirements</b>	Synthesis does not respond to most assignment guidelines	Synthesis demonstrates intention to respond to some assignment guidelines	Synthesis responds to all assignment guidelines	Synthesis clearly and thoughtfully responds to all assignment guidelines
<b>Instructor Feedback</b>	Your submissions do not address Instructor feedback	Your submissions address Instructor Feedback some of the time when relevant	Your submissions address Instructor Feedback most of the time when relevant	Your submissions address feedback for growth when provided by the Instructor all of the time when relevant
<b>Discussions on Themes from Observing &amp; Documenting</b>	Themes have not been extracted from your reflections over time and are not present in your discussion	Themes are present and discussed at surface level	Discussions on themes extracted from your reflections are present and explored	Discussions on themes extracted from your reflections over time are thoughtful and reflect critical examination of your observation/documentation practice
<b>Assessment of Children</b>	Evidence of assessing children's thinking, learning, and development through documentation is not present	Ability to assess children's thinking, learning, and development through documentation is in development	Ability to assess children's thinking, learning, and development through documentation is present	Ability to assess children's thinking, learning, and development through documentation is exceeds expectations

<b>Self Assessment</b>	Self assessments of teaching practice are not present	Assessments made in relation to teaching practice scratch the surface and examples are not used to support arguments	Assessments are made in relation to teaching practice and examples are used to support arguments	Critical and authentic assessments are made of self in relation to teaching practice, using specific examples to support arguments
<b>Examples of Documentation</b>	Examples of documentation are not included	Examples of documentation are included but arbitrary to the context in which they are intended to support	Examples of documentation are included and support your ideas	Examples of documentation clearly give way to new understandings and insights
<b>Connections to Resources</b>	Connections to resources are not included	Connections to resources are included but arbitrary to the context in which they are intended to support	Connections to resources are made and support your ideas	Connections to resources clearly demonstrate how the resources impacted your understandings of children and teaching
<b>Quality &amp; Thoughtfulness of Work</b>	Your submissions reflect thinking that is disjointed and disconnected; ideas articulated are not substantiated	Your submissions offer surface level thinking and ideas articulated lack depth	Your submissions demonstrate intention to meet a high level of quality in thinking and articulation/presentation of ideas	Your submissions reflect a high level of quality in thinking and articulation/presentation of ideas
<b>Energy &amp; Effort to Acquire New Learning</b>	Your submissions do not provide evidence of ways you have worked to	Your submissions provide little evidence of ways you have worked to acquire new learning and push	Your submissions provide evidence of ways you have worked to	Your submissions demonstrate ways you have been proactive and dedicated

	acquire new learning and push yourself outside your comfort zone to try new things and may reflect a tendency to stick to what you already know	yourself outside your comfort zone to try new things	acquire new learning and push yourself outside your comfort zone to try new things	toward acquiring new learning, trying new things, moving outside of your comfort zone, and incorporating feedback
<b>Demonstration of Growth</b>	Your submissions do not provide evidence of growth in your thinking, learning and evolution of practice	Your submissions illustrate that growth has become stagnant	Your submissions provide examples of your thinking and practice that demonstrate a trajectory of growth in your thinking, learning and evolution of practice	Your submissions provide strong examples of your thinking and practice that demonstrate a trajectory of growth in your thinking, learning and evolution of practice

**Student Self Assessment of Learning & Growth – 20 points (due December 11)**

At the end of the semester, you will assess your energies and efforts toward learning and growth in this course using the rubric below and assigning yourself a number of points, that reflect your assessment, out of a total of 20 points.

<b>Criteria</b>	<b>Below B- &lt; 16 points</b>	<b>B- to B 16-17 points</b>	<b>B+ to A- 18 points</b>	<b>A 19-20 points</b>
<b>Quality &amp; Thoughtfulness of Work</b>	Your work and contributions in class reflect thinking that is disjointed and disconnected; ideas articulated are not substantiated	Your work and contributions in class offer surface level thinking and ideas articulated lack depth	Your work and contributions in class demonstrate intention to meet a high level of quality in thinking and articulation/presentation of ideas, however, have been inconsistent	Your work and contributions in class have consistently reflected a high level of quality in thinking and articulation/presentation of ideas
<b>Energy &amp; Effort</b>	Your	Your work and	Your work and	Your work and

<b>to Acquire New Learning</b>	submissions do not provide evidence of ways you have worked to acquire new learning and push yourself outside your comfort zone to try new things and may reflect a tendency to stick to what you already know	contributions in class provide little evidence of ways you have worked to acquire new learning and push yourself outside your comfort zone to try new things	contributions in class provide evidence of ways you have worked to acquire new learning and push yourself outside your comfort zone to try new things, however this energy and effort has not always been consistent	contributions in class demonstrate ways you have been proactive and dedicated toward acquiring new learning, trying new things, moving outside of your comfort zone, and incorporating feedback
<b>Demonstration of Growth</b>	Your work and contributions in class do not provide evidence of growth in your thinking, learning and evolution of practice	Your work and contributions in class provide little evidence that speaks to a trajectory of growth in your thinking, learning and evolution of practice	Your work and contributions in class provide examples of your thinking and practice that demonstrate a trajectory of growth in your thinking, learning and evolution of practice	Your work and contributions in class provide strong examples of your thinking and practice that demonstrate a trajectory of growth in your thinking, learning and evolution of practice
<b>Online Participation</b>	You do not participate in large and small group experiences in class	Your participation and contributions in large and small group experiences, is minimal; contributions are rarely made and when they are, they do not serve to push the conversation forward	Your participation and quality of your contributions in large and small group experiences has been inconsistent; you are not always prepared for class and more space can be provided for others' voices to be heard	Your participation and quality of contributions in large and small group experiences has been strong and serves to enhance the quality of conversation among peers; additionally, you come prepared to class with readings and assignments completed, and provide space for

				others' voices to be heard
--	--	--	--	----------------------------

### Grade Dissemination

While there is a general percentage of “points” assigned to each of the assignments above, each student will be graded on his/her overall quality of performance and demonstration of learning throughout the entire class. The maximum number of “points” will be given to work and participation that reflects a deep level of self-reflection, a commitment to learning, timeliness of homework, response to Instructor feedback, an open mind to new ideas, and a critical examination of perspectives, however just receiving the maximum number of points in any given assignment does not guarantee an “A” for the course. The grade of “A” will be assigned to students who have clearly gone above and beyond their efforts and energies to grasp course material and apply it to their daily lives while being open to new ways of thinking and doing. You can access your current standing in the course at any time within the Canvas gradebook.

### Grading Scale:

100%-94% = A

93%-90% = A-

89%-87% = B+

86%-83% = B

82%-80% = B-

\*\*Any grade below a B- is considered not passing for graduate level courses.

Assessment	Points Possible	Percent of Final Grade	Due Date
Weekly Attendance & Participation	80	16%	Wednesdays August 14-December 11
Weekly Observations & Analyses	200	40%	September 11, 18, October 2, 9, 23, 30, November 13, & 20
Synthesis of Learning	200	40%	September 25, October 16, November 6 & December 4
Student Self Assessment of Learning & Growth	20	4%	December 11

### **Expectations on Instructor Feedback**

The Instructor will always provide some comments and/or feedback once she has gone through the homework. If you do not see comments please email her. You are expected to read these comments. If you have questions surrounding Instructor feedback or would like to engage in conversation around a particular point, please reach out through email anytime. Otherwise you are expected to address any suggestions for improvement or other considerations in future submissions.

**Weekly Documentation:** For these submissions, you can expect feedback on the quality of the documentation you are submitting. Feedback will be focused on helping you better understand what to document in the moment and how what you choose to document can be used to extract deeper understandings about children and the teaching practice. Feedback will also focus on helping you become a critical thinker in the moment you are documenting. You can expect a one-week turn around on feedback for these submissions.

**Synthesis of Learning:** For this assignment, you can expect feedback that further supports and/or extends the ideas developed in your syntheses that reflect your capacity for observation, documentation and assessment. Additionally, the instructor will offer further points of reflection, inquiry, provocation, and suggestion for how to improve your competencies in these areas. You can expect a two-week turn around on feedback for these submissions.

**Other:** There will be a few assignments here and there throughout the semester that are designed to help prepare you for the bigger assignments. Minimal feedback will be offered on these assignments unless the Instructor has insights or questions she thinks can propel your thinking forward. You can expect a week turn around on feedback from the Instructor.

### **Course Schedule**

Below you will find a basic outline for all general requirements listed here in the syllabus. In addition to these general requirements there may be other assignments throughout the semester that serve to support the development of these general requirements. The Instructor reserves the right to make changes to these assignments/deadlines as she sees fit.

<b>Week:</b>	<b>Topic:</b>	<b>Required Readings:</b>	<b>Assignments:</b>
Week 1 August 14	Course Introduction		
Week 2 August 21	The Role and Purpose of Observation and Documentation in the Daily Life of the Classroom	Chapter 1 "Introduction" pp. 1-10 in <i>The Power of Observation</i>  Chapter 13 "The Pedagogy of Listening: The Listening Perspective from Reggio Emilia" pp. 233-246 in <i>The Hundred Languages of Children</i>	

Week 3 August 28	The Role and Purpose of Observation and Documentation in the Daily Life of the Classroom	Chapter 10 “Two Reflections About Documentation” pp. 124-145 in <i>Bambini</i>  “Understanding Documentation Starts at Home” pp. 304-311 in <i>Making Learning Visible</i>	
Week 4 Sept 4	Documentation as a Tool for Assessment & Self-Assessment	“Documentation and Assessment: What is the Relationship” pp. 78-89 in <i>Making Learning Visible</i>  Chapter 15 “The Relationship Between Documentation and Assessment” pp. 273-294 in <i>The Hundred Languages of Children</i>	
Week 5 Sept 11	Engaging in Observation & Documentation in the Classroom	Chapter 4 “Guidelines for Effective Observation” pp. 55-64, Chapter 5 “Becoming a Skilled Observer” pp. 65-92, and Chapter 7 “Getting Started: Observing Everyday” pp. 143-154 in <i>The Power of Observation</i>	Weekly Observation, Documentation & Assessment – Building Relationships with Children
Week 6 Sept 18	Extracting Meaning from Observations & Documentation: Exploring Bias, Assumptions & Intersubjectivity	Chapter 2 “Using Observation to Build Relationships” pp. 11-30 in <i>The Power of Observation</i>	Weekly Observation, Documentation & Assessment – Building Relationships with Children
Week 7 Sept 25	Extracting Meaning from Observations & Documentation: Exploring Bias, Assumptions & Intersubjectivity	Chapter 3 “You as Observer” pp. 31-54 in <i>The Power of Observation</i>  ** <i>Funds of Knowledge</i>	Weekly Observation, Documentation & Assessment – Building Relationships with Children

Week 8 Oct 2	Extracting Meaning from Observations & Documentation: Exploring Bias, Assumptions & Intersubjectivity	Selected scholarly readings on learning and child development related to your Synthesis of Learning paper	Synthesis of Learning – Building Relationships with Children
Week 9 Oct 9	Documenting the Thinking & Learning Processes of Children	Revisit Chapter 4 “Guidelines for Effective Observation” pp. 55-64, Chapter 5 “Becoming a Skilled Observer” pp. 65-92, and Chapter 7 “Getting Started: Observing Everyday” pp. 143-154 in <i>The Power of Observation</i>	
Week 10 Oct 16	Documenting the Thinking & Learning Processes of Children	“The Curiosity to Understand” pp. 158-213 in <i>Making Learning Visible</i>	Weekly Observation, Documentation & Assessment – Provocating Classroom Spaces
Week 11 Oct 23	Documenting with Questions in Mind: Affordances of Tools	“Daily Life at School” pp. 58-77 in <i>Making Learning Visible</i>	Weekly Observation, Documentation & Assessment – Provocating Classroom Spaces
Week 12 Oct 30	Documenting with Questions in Mind: Affordances of Tools	Revisit “Form, Function, and Understanding in Learning Groups” pp. 246-268 in <i>Making Learning Visible</i>	Weekly Observation, Documentation & Assessment – Provocating Classroom Spaces
Week 13 Nov 6	Theory Development through Analysis	Selected scholarly readings on learning and child development related to your Synthesis of Learning paper	Synthesis of Learning – Provocating Classroom Spaces
Week 14 Nov 13	Documentation as a Tool for Assessment & Self Assessment	“Documenting the Documentor” pp. 94-115 in <i>Making Learning Visible</i>	

Week 15 Nov 20	Documentation as a Tool for Assessment & Self-Assessment	Chapter 6 “Using What You Learn” pp. 93-142 in <i>The Power of Observation</i>	Weekly Observation, Documentation & Assessment – Increasing the Quality of Certain Times of Day
Week 16 Nov 27	<i>Fall Break</i>		
Week 17 Dec 4	Grounding Theories & Assumptions in Observation & Documentation		Weekly Observation, Documentation & Assessment – Increasing the Quality of Certain Times of Day
Week 18 Dec 11	Celebration of Learning & Course Wrap Up	Selected scholarly readings on learning and child development related to your Synthesis of Learning paper	Synthesis of Learning – Increasing the Quality of Certain Times of Day
Week 19 Dec 18	No class in exchange for participating in end of year presentations/assessments at Watershed School – date and time TBD	-Browse the Watershed School website: <a href="http://www.watershedschool.org/">http://www.watershedschool.org/</a> so that you have a context for their approach to curriculum and assessment that we will observe.	

---

## COURSE POLICIES & PROCEDURES

### Attendance Policy

You are expected to attend each class on time and prepared to discuss planned material. In the event that you are not able to make it to class, email the Instructor. A make-up assignment that reflects work equal to the amount of class time and content you missed will be emailed to you the following day. You are expected to complete the make up assignment by the following Thursday.

### Late Work Policy

Late work will not be accepted for the course. 10 points will be deducted for every missed assignment from the assignment’s cumulative points.

### Rewrite/Resubmit Policy

As learning is a process, you are always welcome to revise your work based on feedback from the Instructor and resubmit. If you plan to do so, you must contact the Instructor and discuss a plan for the resubmission of your work.

---

## **COURSE POLICIES & PROCEDURES: Health of the Course Community**

### **Inclusive**

As your Instructor, I am firmly committed to equity, diversity, and inclusion in all areas of campus and social life. In this class I will work to promote an anti-discriminatory environment where everyone is welcome and where each individual's dignity is affirmed. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels, and it is shaped by histories and structures of power imbalances. Discrimination and oppression are unacceptable, and consistent with the mission of the school, I am committed to facilitating conversations that advance the disruption of oppression of any form. Thus, we will work together to affirm each other's dignity, being careful and intentional with our use of language and other communicative modes. We will do our best to find truth in what we oppose and error in what we espouse before declaring truth in what we espouse and error in what we oppose. Our interactions will be brave and kind, as we collectively move together toward a more just and compassionate society.

### **Student Code of Conduct**

As graduate students you are expected to submit all work on time that is of quality, reflecting high level thinking and attempts to grow in your understanding around course material. You are expected to engage in learning throughout the semester and be open to the learning experiences offered through course assignments and material even if at first you may not connect with them. Part of the graduate student experience is the opportunity to engage with unfamiliar material whose relevance has yet to be discovered, that has the potential to contribute to your growth and learning in unexpected ways. If you are having a hard time connecting with course material or feel that the assignments are not challenging your thinking, you are expected to reach out to the Instructor so the two of you can collaborate around strategies to support your experience in the course. You are expected to maintain professional behavior at all times with peers and the Instructor - this means treating peers and the Instructor with respect - particularly in your online communication, receiving feedback from the Instructor and peers as opportunities for growth and learning, contributing in valuable ways to small group discussions, and reflecting a high regard for course material and assignments in your discussions. If at any point you feel that you are not receiving the same level of professionalism from others that is expected of you, please reach out to the course Instructor.

All CU Denver students are bound by the Student Code of Conduct, which serves to outline student rights and responsibilities as well as behavioral expectations. If a potential violation of the Student Code of Conduct is brought to our attention, you may be asked to meet with a conduct officer to address the situation. See

<http://www.ucdenver.edu/life/services/standards/Documents/CU Denver-CodeofConduct.pdf>,

---

## **COURSE POLICIES & PROCEDURES: Communication & Technology Use**

### **Email and Other Communication Approaches**

Please email the course Instructor if you have a question or need clarification about any aspect of the course. Catching the Instructor right before/after class or out and about in the school is not preferred because she feels it is important to give your question the time and space it deserves to thoughtfully process and respond appropriately. She will respond to email communication within 24 hours. She is happy to meet with you at any time during the semester. If you feel that a meeting would benefit your learning experience in the course, please reach out through email to set up a time and day that works for you both.

### **Technology**

Canvas is the online learning management system for all courses. At the same time, it is necessary for you to keep all of your personal work for the program in your personal Google Drive folder system. As such, Canvas is calibrated for you to submit all major assignments as URL links, which you will generate directly from your work in Google Drive (docs, slides, folders, etc.)

You will receive communication from the Instructor through your University email address and through Canvas inbox. Please check both regularly (i.e. daily). The Instructor checks email frequently during the week and will attempt to respond to email messages promptly.

**[Click Here](#) to view additional University policies and resources.**