Lassen Community College Course Outline

CD-11 Observation and Assessment 3.0 Units

I. Catalog Description

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children’s success and maintaining quality programs. Recording strategies, rating scales, portfolio, and multiple assessment methods are explored. This course has been approved for online delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent assessment placement.

Transfers to CSU only
C-ID ECE 200
34 Hours Lecture, 51 Hours Lab
Scheduled: Fall (odd)

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of the course the student will be able to:

1. Identify the purpose, value and use of formal and informal observation and assessment in early childhood settings.
2. Describe the characteristics, strengths, and limitations of selected.
3. Complete systematic observation methods that reveal children’s ideas, processes and needs and provide data to assess the impact of learning settings, interactions and curriculum on children’s development and behavior.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Interpret best and promising practices as defined within the field of early care and education’s history, range of delivery systems, program types, philosophies and ethical standards
2. Develop one’s teaching philosophy and professional goals
3. Assess early childhood settings, curriculum, room arrangement for indirect guidance and teaching strategies utilizing indicators of quality early childhood practice that support all children, including those with diverse characteristics and their families
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among children
5. Examine a variety of guidance and interaction strategies to increase children’s social competence and promote caring classroom communities
6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies.
7. Describe the ingedience of effective relationship
8. Describe and apply the characteristics of effective relationships, interactions and collaboration between all entities involved in the child care setting.
9. Apply developmentally appropriate practices to normative and atypical development.
10. Recognize possible career paths in the field of Child Development.

IV. Course Content
A. Current and historical models, influences and approaches in the field of early childhood.
B. Delivery systems (non-profit, profit, publicly funded, alternative payment voucher).
C. Program types (family child care, centers, after school programs, license exempt, infant/toddler, preschool, school age).
D. Licensing and regulations (e.g. Title 22, Title 5, Fire Code, and personnel requirements).
E. NAEYC Code of Ethics.
F. Attention to unique needs of children ages 0-3, preschool, age and in after school programs.
G. Addressing the needs of the Whole Child.
H. The meaning and application of DCLAP (developmental, cultural, and linguistic appropriate practices).
I. Play as a vehicle for development and learning.
J. Unique roles of a teacher in an early childhood setting.
K. Importance of positive teacher/child relationships and interactions.
L. Characteristics of an effective teacher in the early childhood setting.
M. Effective relationships and collaboration.
N. Direct and Indirect Guidance.
O. Career Paths.

V. Assignments
A. Appropriate Readings
   Students will be expected to read college level materials, which will include the textbook, websites and supplemental readings.
B. Writing Assignments
   Students will demonstrate their ability to understand the subject matter through written observations, journals, weekly forums, child case study and activities related to observations.
C. Expected Outside Assignments
   Observations, child case study, journal reflections and activity lessons for children.
D. Specific Assignments that Demonstrate Critical Thinking
   Critical thinking will be required of students in such assignments and activities as written and/or oral analysis of children’s behavior and environment; Written comprehensive child case study, analysis of hypothetical situations and development of lesson plans with an individual child in mind.

VI. Methods of Evaluation
   Traditional Classroom Instruction
A. Child portfolios which demonstrate the student’s ability to effectively collect data on groups of children and apply theories of development  
B. Exams which demonstrate the student’s ability to interpret various ideas and theories presented in the course  
C. Written case study that demonstrates the student’s ability to interpret observation and assessment data  

**On line delivery**  
A variety of methods will be used, such as: weekly observations, child case study evaluated on specifically designed rubrics for each assignment, asynchronous and synchronous discussions (chat/forum), online quizzes and final exam, postings to online website and email communication.  

**VII. Methods of Delivery**  
Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.  

- Traditional Classroom Delivery  
- Online Delivery  
- Interactive Television Delivery  
- Correspondence Delivery  

**Traditional Classroom Instruction**  
Lecture, lab activities, discussion groups, and small group activities.  

**Online Delivery**  
Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on websites. Discussion papers, email communications, postings to forums and weblinks will comprise the method of instruction.  

**VIII. Representative Texts and Supplies**  

**IX. Discipline/s Assignment**  
Child Development / ECE  

**X. Course Status**  
Current Status: Active  
Original Approval Date: 5/1/1990  
Revised By: Elizabeth Elam  
Curriculum/Academic Standards Committee Revision Date: 02/04/2014