

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 and hybrid delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures 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 ingredients 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 Evaluation

- 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

Online Evaluation

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.

Hybrid Evaluation

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Child portfolios which demonstrate the student's ability to effectively collect data on groups of children and apply theories of development, Written case study that demonstrates the student's ability to interpret observation and assessment data, Exams which demonstrate the student's ability to interpret various ideas and theories presented in the course. 2) Online delivery: A variety of methods will be used, such as: weekly observations, asynchronous and synchronous discussions (chat/forum).

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 Correspondence Delivery

Hybrid Delivery Online 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.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Nilsen, Barbara Anne, *Week by Week; Plans for Documenting Children's Development*, Delmar, 7th edition, 2016 ISBN: 13-9781305501003 or 10-1305501004

IX. Discipline/s Assignment

Child Development / ECE

X. Course Status

Current Status: Active
Original Approval Date: 5/1/1990
Revised By: Laura Greer
Curriculum/Academic Standards Committee Revision Date: 10/22/2020