Degree Applicable

Glendale Community College
November 2013

COURSE OUTLINE

Child Development 133 (C-ID Number: ECE 200)
Observation & Assessment (C-ID Title: Observation and Assessment)

I. Catalog Statement

Child Development 133 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 systems, portfolios, and multiple assessment methods are explored.

Total Lecture Units: 2.0
Total Laboratory Units: 1
Total Course Units: 3.0

Total Lecture Hours: 32
Total Laboratory Hours: 48
Total Faculty Contact Hours: 80

Prerequisite: CHLDV 135
Note: Verification of tuberculosis clearance required.

II. Course Entry Expectations

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

1. analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies;
2. analyze how cultural, economic, political, historical contexts affect children's development;
3. compare and contrast various theoretical frameworks that relate to the study of human development;
4. apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies;
5. differentiate characteristics of typical and atypical development at various stages;
6. analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of

development.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings;
2. describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics;
3. demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development;
4. assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies;
5. integrate activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

IV. Course Content — Total Faculty Contact Hours = 80

A. Legal and Ethical Responsibilities Including Confidentiality — 6 lecture hours
   1. National and state standards for learning and assessment
   2. Historic and current tools of observation and assessment
   3. Effects of contexts

B. Methods of Documentation and Record Keeping with Young Children — 12 lecture hours
   1. Appropriate procedures for observation
   2. Methods, plans and contexts
   3. Time sampling
   4. Event sampling
   5. Diary description
   6. The anecdotal record
   7. Frequency counts or duration records
   8. Checklists
   9. State standards and content tools
   10. Environmental rating scales
   11. Application and interpretation

C. Observation as a Key Element in the Teaching and Learning Cycle — 12 lecture hours, 10 laboratory hours
   1. Observation as on-going process

2. Observation and assessment as a tool to create appropriate environments
3. Application of basic elements of child development theory to observation and assessment
4. Identify differences in development and skills among children
5. Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning
6. Utilizing observation and assessment strategies that support appropriate teaching strategies for dual-language learners
7. The value of collaboration with families and other professionals
8. Cooperative relationships with professionals and families and teachers in support of children with special needs
9. The role of assessment in early intervention
10. Importance of identifying personal biases.

D. Writing Techniques — 2 lecture hours
   1. Report preparation — 2 laboratory hours
   2. How to organize a project and observation narrative
   3. Communication with families
   4. Resume and portfolio preparation

E. Laboratory Participation — 36 laboratory hours
   1. Observation of young children
   2. Observing early education teacher's role
   3. Assessment portfolio of a child

V. Methods of Presentation

The following methods of instruction may be used in the course:
1. lecture/discussion;
2. demonstration;
3. modeling appropriate strategies & techniques;
4. media/oral presentation;
5. web-enhanced, hybrid, or online.

VI. Out of Class Assignments

The following out of class assignments may be used in this course:
1. participating in the Child Development Center Laboratory, completing 36 hours
2. reflective writing assignments (e.g. upon completion of three observations review your data, write a reflection about the experience – what did you learn about the child, about observing and recording behavior, about your own expectations…);
3. written observations of children (e.g. Focus on observing fine motor behaviors – observe child (ren) engaged in activities that require small muscle control,

eye/hand coordination and the use of hands and/or fingers to use, manipulate or control objects);

4. classroom environment assessment (e.g. Complete appropriate environment rating scale in your laboratory classroom);
5. child Portfolio (e.g. collect and assess observations on one child demonstrating growth and development over the semester);
6. observing and recording children's behavior during laboratory hours using a variety of observation methods and recording strategies.
7. reading and writing assignments addressing topics relative to the course content;
8. online lessons completed with Moodle or other approved Learning Management System.

VII. **Methods of Evaluation**

The following methods of evaluation may be used in this course:

1. examinations (including essay components);
2. reflective writing assignments;
3. written observations of children;
4. classroom environment assessment;
5. child portfolio.

VIII. **Textbooks**

Nicholson, Sheryl & Susan G. Shipstead. Through the Looking Glass: Observations in the Early Childhood Classroom. (Third Edition) Upper Saddle River: Prentice Hall. 2001. Print
10th Grade Textbook Reading Level. ISBN-10: 0130420808.

Harms, Thelma; Richard Clifford, and Debby Cryer. *Early Childhood Environment Rating Scale - Revised*. New York: Teachers College Press, 2005. Print.
14th Grade Textbook Reading Level. ISBN: 0807745499

Harms, Thelma; Richard Clifford, and Debby Cryer. *Infant Toddler Environment Rating Scale - Revised*. New York: Teachers College Press, 2005. Print.
14th Grade Textbook Reading Level. ISBN: 9780807746400

Harms, Thelma; Ellen Vineberg Jacobs, and Donna Romano White. *School Age Care Environment Rating Scale - Revised*. New York: Teachers College Press, 1995. Print.
14th Grade Textbook Reading Level. ISBN: 0807735078

IX. **Student Learning Outcomes**

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

1. compare the purpose, value and use of formal and informal observation and assessment strategies;
2. evaluate the characteristics, strengths and limitations of common assessment tools;
3. complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior;
4. identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.