Course Outline

COURSE: CD 4       DIVISION: 50       ALSO LISTED AS: 

TERM EFFECTIVE: Spring 2015       CURRICULUM APPROVAL DATE: 05/12/2014

SHORT TITLE: OBSERVING CHILDREN

LONG TITLE: Observing and Assessing Children

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>3</td>
<td>18</td>
<td>Lecture</td>
<td>3</td>
<td>54</td>
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<tr>
<td></td>
<td></td>
<td>Lab</td>
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<td>0</td>
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<tr>
<td></td>
<td></td>
<td>Other</td>
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<td>Total</td>
<td>3</td>
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COURSE DESCRIPTION:

Provides training in a variety of naturalistic and formal observation techniques, and discusses the use of standardized testing in children. Students learn to use formal observation tools, make a case study portfolio and give a parent conference. Observing children in classroom settings is required. This course has the option of a letter grade or pass/no pass. (C-ID: ECE 200) ADVISORY: Eligible for English 1A; transfer students consult with advisor.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

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.
Measure: written exams, oral presentations, observations, class discussions written assignments.

PLO: 1
ILO: 1,2,3,7
GE-LO: D3, D5, D2, F1, F2
Year assessed or anticipated year of assessment: 2015

2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools related to children's developmental, cultural and linguistic characteristics.
Measure: Written exams, class discussions, in-class activities
PLO: 1
ILO: 1,3,7
GE-LO: D2, D3, D5
Year assessed or anticipated year of assessment: 2015

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.
Measure: Class discussions, compare/contrast discussions, in-class activities, written exams
PLO: 1,2
ILO: 7,1,2,4
GE-LO: D2, D3, D5
Year assessed or anticipated year of assessment: 2015

4. Use effective verbal and written communication skills to collaborate and build partnerships with family in an ongoing and positive manner to support the child's development.
Measure: Observations, written assignments, class discussions, written exams
PLO: 1,2
ILO: 1,7,3,4
GE-LO: A1,A2
Year assessed or anticipated year of assessment: 2015

5. Develop activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.
Measure: class discussions, written exams, in-class assignments, observations, written assignments
PLO: 1,2
ILO: 7,1,2,4
GE-LO: E3, A1, E2, E1
Year assessed or anticipated year of assessment: 2015

PROGRAM LEARNING OUTCOMES:
1. articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.
2. plan developmentally appropriate curriculum activities in four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical) and Language Development.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 05/12/2014
3 Hours
Student Performance Objective: Demonstrate knowledge of the legal and ethical responsibilities including confidentiality when observing and assessing young children. 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.

Lecture and discussion: Confidentiality, legal and ethical responsibilities when observing and assessing young children. Importance of collaborating with families and other professionals. Overview, observation, in-class writing assignment.

Assignment: Begin observations of children in a licensed early childhood education program
6 Hours

Student Performance Objective: Describe the effect of social context, child’s state of health and well-being, primary language, ability, logistical challenges, preconceptions, biases and environment on assessment processes.

Lecture and discussion: Historic and current tools of observation and assessment including national and state standards and factors that impact observations and assessments such as: social context, personal biases, preconceptions, environmental factors and language. Strategies for dual language learners, children at risk and children with special needs. Describe and evaluate the characteristics, strengths and limitations of common assessment tools related to children's developmental, cultural and linguistic characteristics.

Methods: observations, group study, video, class discussion

Assignment: Read and discuss position statements from professional organizations such as National Association for the Education of Young Children (NAEYC) and National Association for Bilingual Education (NABE) etc.
3 Hours

Student Performance Objective: Compare and analyze historic and currently recognized assessment tools.

Lecture and class discussion: Assessment tools, historical and current. Practice using historical and current assessment tools.

Assignment: Essay comparing the tools used, intended outcomes and practical use in early childhood programs.
3 hours

Student Performance Objective: Identify and apply basic quantitative and qualitative observation and recording techniques.

Lecture and class discussion: A. Quantitative and qualitative observation and recording techniques - various observation strategies, documentation, portfolio collection, and record keeping. Differentiate between subjective and objective data collections and recording.

Assignment: Practice a variety of observation and recording strategies.
3 Hours

Student Performance Objective: Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups. Develop activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children

Lecture and discussion: Utilization of observation and assessment data to create appropriate curriculum and classroom environments which promote individual children's development.

Assignment: Review current observation and assessment tools being used in early childhood programs.
12 Hours

Student Performance Objective: Demonstrate and apply knowledge of developmental domains to interpret observations.

Lecture and class discussion: Application of current research, theorists, and children’s developmental domains typical and atypical to interpret observations.

Assignment: Observe children using the developmental domains as a guideline: Emotional, social, language, dual language learning, cognition, and physical development.
6 Hours

Student Performance Objective: Demonstrate knowledge of the role of observation and assessment in intervention.
Lecture and discussion: Observation and assessment as part of ongoing process of curriculum that supports all children and plays a role in early intervention.
Assignment: Develop sample curriculum using the observations, team writing assignment, class discussion. Develop strategies for supporting developmental concerns using recorded data and observations.
6 Hours
Student Performance Objective: Demonstrate the ability to develop partnerships with families, and colleagues using observation and assessment and reflective practice techniques. Use effective verbal and written communication skills to collaborate and build partnerships with family in an ongoing and positive manner to support the child’s development
Lecture and discussion: Developing partnerships with families. Working with teaching teams practicing reflective practice.
Assignment: Portfolio practice observations, role-play, lecture/discussion
6 Hours
Student Performance Objective: developing portfolios that are developmentally appropriate, collected over time and meet guidelines for state, federal and private early childhood programs.
Lecture and discussion: Portfolio development,
Assignment: Finalize observations and collection of documentation of children's learning.
3 Hours
Finalizing children's portfolios, writing summary reports and developing partnerships with families. Work in teams to set program goals for children using the assessment data. Mock Parent-Teacher Conferences
3 Hours
Final Exam

METHODS OF INSTRUCTION:
Lecture, video; textbook discussion; reading, writing, and observation assignments; small group work; oral presentation.

METHODS OF EVALUATION:
Category 1 - The types of writing assignments required:
Percent range of total grade: 15 % to 25 %
Other: Child Observation Portfolio

Category 2 - The problem-solving assignments required:
Percent range of total grade: 15 % to 25 %
Homework Problems
Quizzes

Category 3 - The types of skill demonstrations required:
Percent range of total grade: 15 % to 25 %
Class Performance/s

Category 4 - The types of objective examinations used in the course:
Percent range of total grade: 15 % to 25 %
Multiple Choice
True/False
Matching Items
Completion
REPRESENTATIVE TEXTBOOKS:
Required:
Reading level of text, Grade: 14 Verified by: online P.Henrickson
Other textbooks or materials to be purchased by the student:

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Transferable CSU, effective 200530
UC TRANSFER:
Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: I
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 4
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000269467
Sports/Physical Education Course: N
Taxonomy of Program: 130500