

Course Outline of Record

1. Course Code: ECE-046B
2. a. Long Course Title: Observation and Assessment
 b. Short Course Title: OBSERVATION
3. a. Catalog Course 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 systems, portfolios, and multiple assessment methods are explored.
 b. Class Schedule Course Description:
 Students observe and record child growth and development at various stages of development, in various settings and with an array of child observation tools.
 c. Semester Cycle (if applicable): N/A
 d. Name of Approved Program(s):
 - EARLY CHILDHOOD EDUCATION Associate in Science for Transfer Degree (AS-T)
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER Certificate of Achievement
 - EARLY CHILDHOOD EDUCATION TEACHER Certificate of Achievement
 - ECE SITE SUPERVISOR Certificate of Achievement
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Prerequisite: ECE 010
 Advisory: ENG 001A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 a. Nilsen, Barbara A. (2017). *Week by Week: Documenting the Development of Young Children* (6th/e). Clifton Park, NY Thomson Delmar Learning.
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 b. A course reader developed by the instructor
7. Entrance Skills: *Before entering the course students must be able:*
a. Identify, describe, and apply major concepts and principles of human development from conception to six years of age.
 - ECE 010 - Examine and discuss major theories of child development.
 - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
 - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
 - ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
 - ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
 - ECE 010 - Examine and explain how bias can influence the research process.b. Identify and discuss major issues in the study of human development.

- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.

c. Describe how the theories are used in planning appropriate environments for children with diverse developmental patterns.

- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

Advisory Entry Skills

d.

Demonstrate capacity to read and write using critical thinking skills and accurate communication tools.

- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Participate in the process of developing texts in collaborative and individual settings.
- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
- ENG 001A - Incorporate complex sentence-structure and variety of word choice.
- ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.

8. Course Content and Scope:

Lecture:

1. Legal and ethical responsibilities including confidentiality
2. National and State standards for learning and assessment
3. Historic and current tools of observation and assessment
4. How social context, health, well being, and the environment effect assessment
5. Appropriate procedures of child observation
6. Various methods of documentation and recordkeeping
7. Observation as a key element in the teaching and learning cycle
8. Observation as on-going process
9. Observation and assessment as a tool to create appropriate environments
10. Application of basic elements of child development theory to observation and assessment
11. Identify differences in development and skills among children
12. Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning
13. Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners
14. The value of collaboration with families and other professionals
15. Cooperative relationships with professionals and families and teachers in support of children with special needs
16. The role of assessment in early intervention
17. Importance of identifying personal biases
18. Appropriate procedures of child observation
19. Various methods of documentation and recordkeeping
20. Observation as a key element in the teaching and learning cycle
21. Observation as on-going process
22. Application of basic elements of child development theory to observation and assessment
23. Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.

Critically compare the purpose, value and use of formal and informal observation and assessment 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.

Integrate activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

4.

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.

5.

Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.
- b. Identify and evaluate logistical challenges, biases and preconceptions about assessing children
- c. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.
- d. Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.
- e. Identify and apply basic quantitative and qualitative observation and recording techniques.
- f. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- g. Articulate the value of involving families and other professionals in the observation and assessment process for all children.
- h. Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States).
- i. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).
- j. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- k. Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- l. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- m. Demonstrate knowledge of the role that observation and assessment play in intervention.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Demonstration, Repetition/Practice
- b. Discussion
- c. Distance Education
- d. Experiential
- e. Journal
- f. Lecture
- g. Observation
- h. Participation
- i. Role Playing
- j. Self-exploration
- k. Technology-based instruction

ECE 046B-Observation and Assessment

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

1. Collecting and sharing exemplary lessons.
2. Video taping and reflective feedback.
3. Small group projects and presentations.
4. Conduct midterm and final exams.

b. Out-of-class Assignments

1. Read text as assigned.
2. Develop a portfolio of child observations, from class lists to running records, checklists, anecdotal, frequency counts.
3. Keep a journal of self-reflection on teaching.
4. Develop a portfolio of child observations, from class lists to running records, checklists, anecdotal, frequency counts.
5. Design and implement five small groups lessons on motor skills, sensory skills, exploratory, imaginative and cooperative play and circle time.
6. Conduct written and verbal feedback on the effectiveness of the lesson.
7. Allow self to be recorded for 15-20 minutes and prepare written self-evaluation on matching child needs to teaching activity plans.
8. Observe and assist in one classroom to conduct observations, assessments and plan activities to meet the child's needs.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Critiques
- Reading reports
- Presentations/student demonstration observations
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation

The portfolio will be assessed according to depth of factual information recorded using diverse tools.

- Behavior assessment
- Other

1. The lessons will be evaluated for creativity in design and developmental and cultural appropriateness as related to the child observation records; 2. Teaching will be assessed upon the quality and depth of teacher child interactions and the ways in which the students extend and enhance the child's physical, cognitive, language, social, emotional, cultural and moral skill development.

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Apply critical thinking skills to execute daily duties in their area of employment.

Exhibit effective written, oral communication and interpersonal skills.

IO - Critical Thinking and Communication

Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

16. Comparable Transfer Course

ECE 046B-Observation and Assessment

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	HD 245	Observation and Assessment	2011-12

17. Special Materials and/or Equipment Required of Students:

Students will need to select one classroom site that is NOT their worksite and then travel to that classroom weekly to complete child study observations and teach 5 activities to meet the child's needs.

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

No changes were made except to update the textbook publishing date. Course content and materials are adequate to lead to student success.

- 20. a. Cross-Listed Course (Enter Course Code): N/A
- b. Replacement Course (Enter original Course Code): ECE-046A

21. Grading Method (choose one): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000530576
- b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: B = Transfer CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Clearly Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION TEACHER,ECE SITE SUPERVISOR

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 100
 Third Year: 100

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the

Course: Yes

28. Originator Wendy Jane Hinrichs Sanders

Origination Date 02/11/15
