

# CDE 203: OBSERVATION AND ASSESSMENT

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**Formerly known as:**

ECE 046B (or if cross-listed - inactivated courses associated with this course)

**Originator**

wsanders

**Co-Contributor(s)****Name(s)**

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**Justification / Rationale**

To make our AD-T more compatible with the CSU-SB degree pattern, we have rearranged the lab units and added a lab unit to our program.

We have chosen to change the discipline to Child Development and Education to reflect the addition of elementary education courses in our program. We have also made a faculty decision to make the courses numerically consecutive to make it easier for students to understand required vs. electives, the recommended order of courses and make wiser selections for electives that will lead to certificates, such as the Master Teacher Certificate for Language & Literacy. Finally, we have updated SLO's objectives and course content to meet the CA Curriculum Alignment Project (CAP) agreement for required ECE courses.

**Effective Term**

Fall 2020

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

203

**Full Course Title**

Observation and Assessment

**Short Title**

OBSERVATION

**Discipline****Disciplines List**

Child Development/Early Childhood Education

**Modality**

Face-to-Face

100% Online

Hybrid

**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 systems, portfolios, and multiple assessment methods are explored.

**Schedule 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.

Prerequisite: CDE 201

Advisory: ENG 001A

**Lecture Units**

2

**Lecture Semester Hours**

36

**Lab Units**

1

**Lab Semester Hours**

54

**In-class Hours**

90

**Out-of-class Hours**

72

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

CDE 201

Advisory: ENG 001A

**Required Text and Other Instructional Materials****Resource Type**

Book

**Author**

Nilsen, Barbara A.

**Title**

Week by Week: Plans for Documenting Children's Development

**Edition**

7th

**City**

Clifton Park, NY

**Publisher**

Thomson Delmar Learning

**Year**

2019

**College Level**

Yes

**Flesch-Kincaid Level**

12

**ISBN #**

9781305501003

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**Resource Type**

Instructional Materials

**Open Educational Resource**

Yes

**Title**

Observation and Assessment Course Reader

**Edition**

Current Each Semester

**Publisher**

Various Peer-Reviewed Articles

**Year**

Current

**Description**

A course reader developed by the instructor

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**Class Size Maximum**

35

**Entrance Skills**

Students in the Observation and Assessment course must be familiar with classroom practices that promote children's health and well-being. They will be working in classrooms directly with children. Community Care Licensing standards must be understood and adhered to.

**Requisite Course Objectives**

CDE 201-Identify laws and regulations supporting health, safety, and nutrition in early childhood settings  
CDE 201-Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.

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**Entrance Skills**

Advisory Entry Skills: Demonstrate capacity to read and write using critical thinking skills and accurate communication tools.

**Requisite Course Objectives**

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-Compose texts with complex sentence structure and appropriate diction.  
ENG 001A-Correctly use MLA and/or APA documentation.

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**Course Content**

1. Historic and current tools of observation and assessment at state and national licensing and accreditation policies
2. Link between child development theory and research to observation and assessment
3. Observation techniques: Subjective and objective data collection; Formal and informal observation techniques
4. Documentation Types and Purposes
5. Impact of situational factors related to the child, related to the environment, related to the observer
6. Use of observation and assessment for Curriculum, Teaching strategies, Environments, Referral and intervention and for On-going cycle of curriculum development
7. Collaboration with families and professionals including Use of assessment data, Promoting family involvement and the Referral processes
8. Legal and ethical responsibilities including: Confidentiality, Identification of personal biases and expectations, Recordkeeping and Rights of children and families

**Lab Content**

1. Observation techniques: Subjective and objective data collection; Formal and informal observation techniques
2. Impact of situational factors related to the child, related to the environment, related to the observer

3. Use of observation and assessment for Curriculum, Teaching strategies, Environments, Referral and intervention and for On-going cycle of curriculum development
4. Legal and ethical responsibilities including: Confidentiality, Identification of personal biases and expectations, Recordkeeping and Rights of children and families

**Course Objectives**

Objectives	
Objective 1	Compare historic and currently used observation and assessment tools.
Objective 2	Identify logistical challenges, biases, and preconceptions about observing and assessing children.
Objective 3	Apply basic qualitative and quantitative assessment techniques.
Objective 4	Apply knowledge of development to interpret observations and assessments.
Objective 5	Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.

**Student Learning Outcomes**

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
Outcome 2	Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
Outcome 3	Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

**Methods of Instruction**

Method	Please provide a description or examples of how each instructional method will be used in this course.
Laboratory	Observations of infant, toddlers, preschool and school-age children in an early childhood setting using an array of observation and child study tools.
Demonstration, Repetition/Practice	Demonstration, simulation and practice of observation and recording
Lecture	With video demonstrations, discussion and application examples of observation techniques and tools
Laboratory	Completion of diverse child and center observation tools to learn skills of observation and completion of one complete child observation profile to experience preparation of a complete portfolio; Conduct a mock role play of a parent teacher conference; plan an activity to meet the observed and assessed needs of one child

**Methods of Evaluation**

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Field/physical activity observations	Complete a CA Desired Results Development Profile (DRDP) on one child of infant/toddler or preschool age Some sections will provide observation experiences during class at the McCarthy Family Child Development and Training Center; Other sections will complete this as homework	In and Out of Class
Portfolios	Students will complete a portfolio of child observations from checklists to rating scales to running records and anecdotal records along with the DRDP (see Field Observations above) to present in a mock Parent Teacher Conference	Out of Class Only

Reading reports

Students who observe children in class (Field Observation above) will read each of 16 chapters and complete extensive notes to turn in as homework and discuss in class; Classes who do not observe during class will not turn in notes UNLESS those are substituted for additional work.

Out of Class Only

## Assignments

### Other In-class Assignments

1. (LAB) Observation of children and centers using the CA DRDP tool and observations from checklist and anecdotal records to rating scales.
2. (LAB) Conduct a mock standardized test with preschool children and critique the effectiveness.
3. (LAB) Prepare an activity to meet the needs of the child assessment.
4. (LAB) Video record a child and match their level of activity to the CA Desired Results Developmental Profile (DRDP) tool and upload on Coaching Companion for self-reflection and feedback from a small group of classmates and the instructor.

### Other Out-of-class Assignments

1. Read text as assigned. Class sections able to observe children during class will also take detailed notes, including interaction with the text to prepare for in-class discussions. Sections observing children outside of class will not necessarily be required to take the notes and turn them in for homework.
2. Develop a portfolio of child observations, from class lists to running records, checklists, anecdotal, frequency counts.
3. Design and implement small group lessons on motor skills, sensory skills, exploratory, imaginative and cooperative play and circle time.
4. Conduct written and verbal feedback on the effectiveness of the lesson.
5. Allow self to be recorded for 3-5 minutes and prepare written self-evaluation on matching child needs to teaching activity plans.

## Grade Methods

Letter Grade Only

## Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

30

On-campus %

70

## Lab Courses

### How will the lab component of your course be differentiated from the lecture component of the course?

Students will complete child observations after being assigned to one consistent classroom and Mentor Teacher/McCarthy Center Child Development Specialist for the semester. Lab hours will be recorded on a record with signature of rite Mentor Teacher/Specialist.

### From the COR list, what activities are specified as lab, and how will those be monitored by the instructor?

The application of child screening, assessment and curriculum application will be monitored through completion of an individual Observation Lab Hour record, signed by the Mentor Teacher/Specialist and completion of the array of observation tools as an assignment. The students will also record a child in the assigned classroom and match observation and assessment data to that.

### How will you assess the online delivery of lab activities?

The student will complete an array of child observation tools and a complete California Desired Results Developmental Profile (DRDP) on one child and present a video demonstrating child developmental stages and of an activity designed to meet the child's individual needs.

## Instructional Materials and Resources

**If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?**

Coaching Companion is a tool created through a national Head Start pilot called EarlyEdU and is developed through University of Washington. Students can upload recordings of themselves, post self-reflection feedback and give feedback to a community of their peers and with the instructor.

**If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.**

This tool not only enables students to experience the full process of planning, teaching and reflecting but it also develops the skills of working as a collaborative teaching team which is a requirement of early childhood teachers.

## Effective Student/Faculty Contact

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

### Within Course Management System:

- Timely feedback and return of student work as specified in the syllabus
- Discussion forums with substantive instructor participation
- Chat room/instant messaging
- Regular virtual office hours
- Private messages
- Online quizzes and examinations
- Video or audio feedback
- Weekly announcements

### External to Course Management System:

- Direct e-mail
- E-portfolios/blogs/wikis
- Listserves
- Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
- Synchronous audio/video
- Teleconferencing
- Telephone contact/voicemail

### For hybrid courses:

- Scheduled Face-to-Face group or individual meetings
- Field trips
- Library workshops
- Orientation, study, and/or review sessions
- Supplemental seminar or study sessions

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Faculty will respond in a timely manner both through grading and encouraging student participation. Faculty have utilized such techniques as initial Zoom conferences to build cohesion and commitment and then partnered that with a field trip (optional) to enhance student connections. Faculty respond to homework grading in a timely manner —usually in 48 hours but always before the next assignment is due so students have feedback to help them succeed.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

Opportunities to observe and reflect on children in early childhood settings will expand students' experiential view and enable instructors to correlate further the learning activities and SLO's. These events will not be evaluated in such a way as to preclude students from out of the district to participate effectively.

## Other Information

### Comparable Transfer Course Information

#### University System

CSU

#### Campus

CSU San Bernardino

**Course Number**

HD 245

**Course Title**

Observation and Assessment

**Catalog Year**

2011-12

**Rationale**

articulation agreement in place

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**MIS Course Data****CIP Code**

13.1210 - Early Childhood Education and Teaching.

**TOP Code**

130500 - Child Development/Early Care and Education

**SAM Code**

C - Clearly Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to CSU only

**C-ID**

ECE 200

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Approvals****Curriculum Committee Approval Date**

11/05/2019

**Academic Senate Approval Date**

11/14/2019

**Board of Trustees Approval Date**

12/19/2019

**Chancellor's Office Approval Date**

1/05/2020

**Course Control Number**

CCC000611416

**Programs referencing this course**

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)  
ECE Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=130/>)  
Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)  
Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=36/>)  
Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined?key=62/>)  
Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)  
ECE Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=130/>)  
Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)  
Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=36/>)  
Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined?key=62/>)