

## Course Outline for ECD 69

### CHILD STUDY: OBSERVATION AND ASSESSMENT

Effective: Fall 2011

#### I. CATALOG DESCRIPTION:

ECD 69 — CHILD STUDY: OBSERVATION AND ASSESSMENT — 3.00 units

Current approaches for observing and recording the behavior of infants and young children using various scientific techniques. Effective observations that build on respecting and fostering all children's competence, striving for objectivity and individualizing programs to meet individual children's learning and developmental assessment. Direct observational experience and application of methods is required weekly.

3.00 Units Lecture

#### Prerequisite

ECD 51 - Prenatal to Early Childhood  
with a minimum grade of C

#### Grading Methods:

Letter Grade

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

##### A. ECD51

1. identify techniques for studying children;
2. demonstrate knowledge of the basic developmental theories of prenatal, neonatal, infant, toddler, preschool, and early primary child development within a social-cultural context;
3. articulate connection between child development knowledge and appropriate practices
4. describe current trends in research about early childhood;
5. describe typical development milestones of children birth to 8 years of age
6. differentiate characteristics of typical and atypical development at various stages
7. examine ways in which developmental domains are continuous, sequential and inter-related
8. identify the strengths and exceptional needs of the child in the context of his/her family;
9. assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level;
10. examine and evaluate the role of play and its relationship to development at various stages
11. identify the ethical responsibilities to children.

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. describe and examine historical and contemporary issues related to standards and accountability in Early Care and Education;
- B. describe methodologies for effective observation of all children, teachers and environments;
- C. analyze factors of culture, linguistic, education, ethnicity, race, temperament and individual differences in relationship to their influence on viewing and interpreting observed situations;
- D. demonstrate knowledge of professional ethics and objectivity as they pertain to observation;
- E. apply child developmental principles across all domains using authentic assessment, quantitative and observational skills to the preparation of a child's developmental profile and portfolio;
- F. illustrate the use of observation and assessment tools to implement curriculum and environmental changes in support of both group and individual needs;
- G. formulate a communication plan with families and within the educational team;
- H. demonstrate the development of essential writing skills to accurately and objectively record observations of children.

#### V. CONTENT:

- A. Historical influences and contemporary issues
  1. Federal, state, and local involvement and expectations of Early Care and Education
  2. Involvement of the profession including NAEYC
  3. Foundations, standards and accountability

4. Theoretical implications versus pragmatic issues
- B. Methods for effective observations of all children
  1. Formal and informal
  2. Anecdotal notes
  3. Tally and frequency checklists - quantitative
  4. Event and time sampling - quantitative
  5. Running records
  6. Written narrative
  7. Use of audio and video tapes
  8. Documentation
- C. Observing children, teachers and environment
  1. Factors affecting objective observations
    - a. Personality, temperament and biases of observer
    - b. Education, cultural and linguistic considerations
  2. Legal, professional and ethical responsibilities
    - a. Roles and responsibility of the observer
    - b. Confidentiality
    - c. Approval from families
- D. Observation: key to authentic assessments
  1. Knowledge of child development principles across all domains
  2. On-going process
  3. Reflect on observation
  4. Develop an action plan
  5. Modify the environment and curriculum for individual children
  6. Evaluate modifications
  7. Next steps
- E. Assessment tools
  1. Evaluating culturally and linguistically appropriate tools
  2. Observation and assessment strategies that support appropriate teaching strategies for dual-language learners
  3. Developmental observational checklists
  4. Desired Results Developmental Profile-Revised (DRDP-R)
  5. Ages & Stages
  6. Environmental rating tools
- F. Children's portfolios and documentation
  1. Linking to development
  2. Child with exceptional needs
  3. Samples of child's work and play
  4. Photos/video of projects, activities, interactions
  5. Audio/written records of conversations
- G. Communication and collaboration within an Early Educational team
  1. Interpreting observation and assessment data
  2. Child's health records
  3. Knowledge of Individual Family Service Plans (IFSP) and Individual Education Plans (IEP)
  4. Use of data to inform families, plan intervention strategies and set individual goals

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** - Small group discussions
- C. Observation of children
- D. **Audio-visual Activity** -
- E. **Guest Lecturers** -
- F. **Classroom Activity** -

#### VII. TYPICAL ASSIGNMENTS:

A. Reading and Writing 1. Identify an area the child is working on in their development. Research the four major domains of development and select one. Indicate a skill within that domain. Write a teacher interaction that will help scaffold for this child to master the skill and progress to the next skill or learning level. 2. Using developmental knowledge of the specific age chosen for a child observation, develop a questionnaire for a family member to complete. From this questionnaire plan a typical curriculum that fosters growth for this child B. Problem solving 1. After completing an environmental assessment of the early care and education setting, evaluate the findings for a specific interest area and determine what action or modification will be needed to supplement or enhance the learning for the children using that area. 2. With prior written permission of a family member, administer the Desired Results Profile. Determine the needs of the child and develop an individual curriculum plan for the child.

#### VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
  1. Frequency
    - a. Weekly observations
    - b. 1 child portfolio
    - c. Weekly class activities
    - d. 1 midterm
    - e. 1 final exam or final project

#### IX. TYPICAL TEXTS:

1. Cohen, D., Stern, V. & Balaban, N. *Observing and Recording the Behavior of Young Children*. 6th ed., Teachers College Press, 2008.
2. Curter, Deb & Carter, Margie *The Art of Awareness: How Observation Can Transform Your Teaching*., Pearson Prentice Hall, 2006.
3. Jablon, J.R., Dombro, A.L. & Dichtelmiller, M.L. *he Power of Observation for Birth Through Eight*. 2nd ed., Teaching Strategies Inc. , 2007.
4. Nilsen, Barbara Ann *Week by Week: Plans for Documenting Children's Development*. 5th ed., Southwest College Publishing, 2010.
5. Nilsen, Barbara Ann *Observation and Assessment*., Thomson Delmar Learning, 2008.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

