

Las Positas College
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Course Outline for ECE 69

CHILD STUDY: OBSERVATION AND ASSESSMENT

Effective: Fall 2018

I. CATALOG DESCRIPTION:

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

This course focuses on the use of appropriate methods of assessment to document development, growth, play and learning in early childhood education settings. Students will utilize practical classroom experiences to apply a variety of methods to measure child progress, curriculum requirements, and program effectiveness. Methods include child portfolios, recording strategies, rating systems, and other tools that build on respecting and fostering all children's competence and meeting their individual needs.

3.00 Units Lecture

Prerequisite

ECE 56 - Child Growth and Development
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

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. ECE56

1. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
2. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
3. Articulate the connection between child development knowledge and appropriate practices
4. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive
5. Describe current trends in research about early childhood
6. Investigate and describe risk factors that impact child's development and their families;
7. Describe typical development milestones of children birth through adolescence
8. Differentiate characteristics of typical and atypical development at various stages
9. Examine ways in which developmental domains are continuous, sequential and inter-related
10. Identify the strengths and exceptional needs of the child in the context of his/her family
11. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
12. Evaluate the role of play and its relationship to development at various stages
13. Identify the teachers role and 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, language, 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 in 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. Foundations, standards and accountability
- B. Methods for effective observations of all children
- C. Observing children, teachers and environment
- D. Legal, professional and ethical responsibilities
- E. Observation: key to authentic assessments
 - 1. Knowledge of child development principles across all domains
 - 2. Reflect on observation
 - 3. Develop an action plan
- F. 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
- G. Children's portfolios and documentation
- H. Communication and collaboration within an Early Educational team
 - 1. Knowledge of Individual Family Service Plans (IFSP) and Individual Education Plans (IEP)

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - 1-2 times per month
- B. **Lecture** - Weekly
- C. **Classroom Activity** - 1-2 per week
- D. **Discussion** - Weekly
- E. **Written exercises and case studies** - 1 per semester
- F. **Guest Lecturers** - 1 per semester

VII. TYPICAL ASSIGNMENTS:

- A. Child's observations
- B. Child's Assessments
- C. Environmental Assessment
- D. Child's portfolio

VIII. EVALUATION:

- A. **Methods**
 - 1. Other:
 - a. Participation
 - b. Midterm Exam
 - c. Child's observations
 - d. Child's portfolio
 - e. Final Exam or Final Project
- B. **Frequency**
 - 1. Weekly Participation
 - 2. 1 Mid-term exam
 - 3. Weekly Child's observation
 - 4. 1 child portfolio
 - 5. 1 final exam or final project

IX. TYPICAL TEXTS:

- 1. Curtis, Deb, and Margie Carter. *The Art of Awareness: How Observation Can Transform Your Teaching*. 2nd ed., Redleaf Press, 2012.
- 2. Beaty, Janice. *Observing Development of the Young Child*. 8th ed., Pearson Education, 2014.
- 3. Gronlund, Gaye, and Marilyn James. *Focused Observation*. 2nd ed., Redleaf Press, 2013.
- 4. McAfee, Oralie, Elena Bodrova, and Deborah Leong. *Assessing and Guiding Young Children's Development and Learning*. 6th ed., Pearson, 2016.
- 5. Palaiologou, Ioanna. *Child Observation: A Guide for Students of Early Childhood*. 3rd. ed., Sage, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS: