

CHLD 56: OBSERVATION & ASSESSMENT

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	CHLD 1 and 56N.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Identify the different components of a documentation panel.
- Demonstrate knowledge of the process of identifying individual needs through observation.
- Describe the various methods of collecting observational data on children.

Description

Focus on training in observation and assessment techniques in natural settings using a range of tools. Conducting formal observations and assessments that will guide development of curriculum. Child portfolio development and preparation for teacher-parent conferences. Recording strategies, rating systems, and multiple assessment methods are explored.

Course Objectives

The student will be able to:

1. Recognize and describe developmental stages of child development
2. Compare the purpose, value, and use of formal and informal observation and assessment strategies
3. Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior
4. Interpret observation data for practical application and appropriate curriculum development
5. Evaluate the characteristics, strengths, and limitations of common assessment tools
6. Utilize the Early Childhood Environmental Rating Scales to assess overall center effectiveness
7. Demonstrate knowledge of the process of identifying individual needs through observation
8. Identify the different components of a documentation panel
9. Recognize and apply the importance of cultural sensitivity in child development
10. Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices

Course Content

1. Recognize and describe developmental stages of child development
 - a. Cognitive development
 - b. Physical development
 - c. Social development
 - d. Emotional development
 - e. Literacy
 - f. Creativity
 - g. Self-care
 - h. Socio-dramatic play
 - i. Linkage between child development theory and research and observation and assessment
2. Compare the purpose, value, and use of formal and informal observation and assessment strategies
 - a. Describe the various methods of collecting observational data on children
 - i. Anecdotal notes
 - ii. Observation legal and ethical responsibilities and personal bias
 - iii. Role of observation and assessment in early intervention
 - iv. Rating scales
 - v. Work samples to record children's behavior during routines
3. Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior
 - a. Collect and analyze observation data
 - b. Evaluate individual needs of children
 - c. Curriculum modifications
 - d. Environmental changes
 - e. Early intervention
 - f. Quality in play-based environment
4. Interpret observation data for practical application and curriculum development
 - a. Utilizing observation and assessment data to create appropriate curriculum and environments that support all children
 - b. Observation strategies for dual-language learners and children at risk
 - c. Modifications to curriculum based on observation data collected
 - d. Modifications to environment based on observation data collected
5. Evaluate the characteristics, strengths, and limitations of common assessment tools
 - a. Historic and current tools of assessment
 - b. Effect of social context, child's well being, primary language, and environment on assessment processes
 - c. Logistical challenges, biases, and preconceptions about assessing children
 - d. National and state standards for learning and assessment
 - e. NAEYC's position on assessment
 - f. Legal and ethical implications
6. Utilize the Early Childhood Environmental Rating Scales to assess center effectiveness

- a. Space and furnishings
 - b. Personal care routines
 - c. Language-reasoning
 - d. Activities
 - e. Interaction
 - f. Program structure
 - g. Parent and staff communications
7. Demonstrate knowledge of the process of identifying individual needs through observation
 - a. Development of a child portfolio
 - b. Identification of individual needs
 - c. Modifications to curriculum and environment to help child's developmental progress
8. Identify the different components of a documentation panel as a formative evaluation tool
 - a. Pictures, narrative, charts, and illustrations showing child's experiences, memories, thoughts, and ideas
9. Recognize and apply the importance of cultural sensitivity in child development
 - a. Understanding the child's/family's culture and practices
 - b. Narrative statement about the development of one child for a parent-teacher conference
10. Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation and discussion
 Child observations designed to identify various stages of development.
 Evaluation of the pros and cons of each assessment tool
 In-depth child case study/portfolio including anecdotal notes, running records and checklists, rating scales, and a narrative statement
 Final project using the Early Childhood Environmental Rating Scale to assess overall program quality with an analysis of suggested program changes to improve the standard of care

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Cooperative learning exercises
 Field work
 Oral presentations
 Laboratory
 Field trips

Representative Text(s) and Other Materials

Peterson, Gina, and Emily Elam. Observation and Assessment in Early Childhood Education (free OER resource). 2014.

Curtis, Deb, and Margie Carter. The Art of Awareness: How Observation Can Transform Your Teaching, 2nd ed.. 2012.

Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, 3rd ed.. 2014.

Nilsen, Barbara. Week by Week: Plans for Observing and Recording Young Children, 6th ed.. 2013.

Although these texts are older than five years, they remain relevant to the field.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to assignments, relevant articles, and online reading material
3. Reaction writing assignments to video viewings and experiences, such as research projects and child observations
4. Research, planning, and written evaluation of individual or group projects

Discipline(s)

Child Development/Early Childhood Education