

CHLD 56: OBSERVATION & ASSESSMENT

Foothill College Course Outline of Record

Heading	Value
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:

- Recognize and describe developmental stages of child development.
- Compare the purpose, value and use of formal and informal observation and assessment strategies.
- 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.
- Interpret observation data for practical application and appropriate curriculum development.
- Evaluate the characteristics, strengths and limitations of common assessment tools.
- Utilize the Early Childhood Environmental Rating Scales to assess overall center effectiveness.
- Demonstrate knowledge of the process of identifying individual needs through observation.
- Identify the different components of a documentation panel.
- Recognize and apply the importance of cultural sensitivity in child development.
- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Course Content

- Recognize and describe developmental stages of child development

- Cognitive development
- Physical development
- Social development
- Emotional development
- Literacy
- Creativity
- Self-care
- Socio-dramatic play
- Linkage between child development theory and research and observation and assessment
- Compare the purpose, value and use of formal and informal observation and assessment strategies
 - Describe the various methods of collecting observational data on children
 - Anecdotal notes
 - Observation legal and ethical responsibilities and personal bias
 - Role of observation and assessment in early intervention
 - Rating scales
 - Work samples to record children's behavior during routines
 - Observation legal and ethical responsibilities and personal bias
 - Role of observation and assessment in early intervention
- 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
 - Collect and analyze observation data
 - Evaluate individual needs of children
 - Curriculum modifications
 - Environmental changes
 - Early intervention
 - Quality in play based environment
- Interpret observation data for practical application and curriculum development
 - Utilizing observation and assessment data to create appropriate curriculum and environments that support all children
 - Observation strategies for dual-language learners and children at risk
 - Modifications to curriculum based on observation data collected
 - Modifications to environment based on observation data collected
 - Evaluate the characteristics, strengths and limitations of common assessment tools
 - Historic and current tools of assessment
 - Effect of social context, child's well being, primary language and environment on assessment processes
 - Logistical challenges, biases and preconceptions about assessing children
 - National and State standards for learning and assessment
 - NAEYC's position on assessment
 - Legal and ethical implications
 - Utilize the Early Childhood Environmental Rating Scales to assess center effectiveness
 - Space and furnishings
 - Personal care routines
 - Language-reasoning
 - Activities
 - Interaction
 - Program structure
 - Parent and staff communications
 - Demonstrate knowledge of the process of identifying individual needs through observation
 - Development of a child portfolio
 - Identification of individual needs
 - Modifications to curriculum and environment to help child's developmental progress

H. Identify the different components of a documentation panel as a formative evaluation tool

1. Pictures, narrative, charts, and illustrations showing child's experiences, memories, thoughts and ideas

I. Recognize and apply the importance of cultural sensitivity in child development

1. Understanding the child's/family's culture and practices

2. Narrative statement about the development of one child for a parent-teacher conference

J. Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices

B. Reading and written response to assignments, relevant articles and online reading material.

C. Reaction writing assignments to video viewings, and experiences such as research projects and child observations.

D. Research, planning and written evaluation of individual or group projects.

Discipline(s)

Child Development/Early Childhood Education

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

A. Class participation and discussion.

B. Child observations designed to identify various stages of development. Evaluation of the pros and cons of each assessment tool.

C. In depth child case study/portfolio including anecdotal notes, running records and checklists, rating scales and a narrative statement.

D. 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

A. Lecture

B. Discussion

C. Cooperative learning exercises

D. Field work

E. Oral presentations

F. Laboratory

G. Field trips

Representative Text(s) and Other Materials

Curtis, Deb, and Margie Carter. [The Art of Awareness: How Observation Can Transform Your Teaching](#). 2nd ed. Merrill/Prentice Hall, 2012. Text remains relevant to field.

Harms, Thelma, Richard M. Clifford, and Debby Cryer. [Early Childhood Environment Rating Scale](#). 3rd ed. Teachers College Press, 2014. Text remains relevant to field.

Nilsen, Barbara. [Week by Week: Plans for Observing and Recording Young Children](#). 6th ed. Delmar Publishing, 2013. Text remains relevant to field.

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

A. Reading and study of the text.