

ECE R111: OBSERVATION AND ASSESSMENT

Originator

pmendez

College

Oxnard College

Discipline (CB01A)

ECE - Early Childhood Education

Course Number (CB01B)

R111

Course Title (CB02)

Observation and Assessment

Banner/Short Title

Observation and Assessment

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course focuses on the appropriate use of a variety of assessment and observation strategies to document child development and behavior. Under supervision, field experience students will develop their skills of observation and analyze teacher/child interaction. C-ID: ECE 200.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Field trips may be required to: Day Care Programs, Preschool, Transitional Kindergarten, Kindergarten, and/or in Home Day Care Settings

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

35

Maximum Contact/In-Class Lecture Hours

35

Activity**Laboratory****Minimum Contact/In-Class Laboratory Hours**

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

Total in-Class**Total in-Class****Total Minimum Contact/In-Class Hours**

87.5

Total Maximum Contact/In-Class Hours

87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

70

Maximum Outside-of-Class Hours

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ECE R100 and ECE R102

Advisories on Recommended Preparation

Finger print clearance as some child development centers may require fingerprinting.

Limitations on Enrollment

Current negative TB test or chest x-ray

Entrance Skills

Entrance Skills

Students must have a general knowledge of child, growth, and development, gross motor, cognitive, social-emotional development. Including typical and atypical development. Students must also possess an understanding of Developmentally Appropriate Practices and Code of Ethics in Early Childhood Education.

Prerequisite Course Objectives

ECE R100-Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.

ECE R100-Explain how the curriculum is integrated across all developmental domains and content areas.

ECE R100-Observe and evaluate teaching strategies and environmental designs.

ECE R100-Observe children in various early childhood settings as a basis for planning curriculum and environments.

ECE R100-Apply knowledge of academic discipline content and children's growth and development to plan and evaluate developmentally and linguistically appropriate, engaging, and supportive learning experiences.

ECE R100-Develop plans for environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.

ECE R100-Explain how different teaching strategies could be used for a variety of curriculum goals.

ECE R100-Describe guidance and interaction approaches to support social relationships and learning.

ECE R102-Apply concepts of major theories to behaviors and events in child growth and development.

ECE R102-Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

ECE R102-Apply current (within the last five years) research to reflective papers that contribute to the student's understanding of child growth and development.

ECE R102-Identify the typical progression of development across all domains.

ECE R102-Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

ECE R102-Demonstrate knowledge of how cultural and family contexts influence development.

ECE R102-Recognize typical and atypical behaviors within the physical, cognitive and psychosocial domains.

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Analyze a wide variety of observations and educational experiences considering environment, materials, and equipment to promote learning and developmentally appropriate skills with young children. |
| 2 | Identify evaluations with characteristics, strengths, limitations, and applications of contemporary observation and assessment tools. |
| 3 | Describe and analyze the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Compare and contrast various observation and assessment tools according to their purpose and validity. |
| 2 | Identify logistical challenges, biases, and preconceptions about observing and assessing children. |
| 3 | Apply basic qualitative and quantitative assessment techniques. |
| 4 | Apply knowledge of development to interpret observations and assessments. |
| 5 | Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum. |
| 6 | Explain how observation and assessment are used to plan for and adjust learning experiences so that children continue to be actively engaged in their learning. |
| 7 | Describe legal and ethical responsibilities in relation to observation, documentation, and record-keeping. |

Course Content

Lecture/Course Content

1. Observation and Assessment Based on Theories of Child Development and Learning
 - a. California Preschool Curriculum Framework
 - b. California Preschool Learning Foundation
2. Tools of Observation and Assessment
 - a. Purpose and use
 - b. Current and historic
 - c. National tools (i.e., Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS))
 - d. State tools (i.e., Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems)
3. Observation and Reporting
 - a. Formal and informal
 - b. Data collection methods such as:
 - i. Direct observation
 - ii. Time and event samples
 - iii. Interviews
 - iv. Questionnaires
 - v. Rating scales
 - c. Reporting methods such as:
 - i. Anecdotal records
 - ii. Running records
 - iii. Checklists
 - d. Subjective and objective reporting
 - e. Documentation

- i. Types
 - ii. Purposes
- 4. Impact of Situational Factors in the Process of Observation and Assessment
 - a. Factors outside of the school setting
 - b. Demographics, cultural background, and perspectives of the children and families
 - c. Observers' cultural perspectives, expectations, and personal bias
- 5. Use of Observation and Assessment
 - a. Monitor children's health, well-being, development, and learning
 - b. Determine, plan, and adjust teaching strategies and curriculum to meet
 - i. Various content and curriculum purposes
 - ii. Child's interests, skills, and abilities
 - iii. First and dual-language learners
 - iv. Environmental design needs
 - v. Guidance and behavior needs
 - c. Inform referral and intervention
- 6. The On-Going Cycle of Curriculum Development
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Assessment
 - e. Reflection
- 7. Collaboration with Families and Professionals
 - a. Use of assessment data
 - b. Promoting family involvement
 - c. Referral processes
 - d. Legal and ethical responsibilities
 - e. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
 - f. Confidentiality
 - g. Record-keeping
 - h. Rights of children and families

Laboratory or Activity Content

- 1. Under supervision, field experience students will develop their skills of observation and analyze teacher/child interaction.
- 2. Observation and Assessment Based on Theories of Child Development and Learning
- 3. Tools of Observation and Assessment
 - a. Purpose and use
 - b. National tools (i.e., Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS))
 - c. State tools (i.e., Desired Results Developmental Profile (DRDP), and resources of the California early care and learning systems)
- 4. Observation and Reporting
 - a. Formal and Informal
 - b. Data collection methods such as:
 - c. Selected tools of observation and assessment
 - d. Impact of situational factors on assessment data
 - e. Utilize observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
 - f. Personal biases and expectations

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Individual projects

Journals

Objective exams
 Oral presentations
 Performances
 Problem-solving exams
 Portfolios
 Quizzes
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class activities
 Class discussions
 Case studies
 Distance Education
 Field trips
 Group discussions
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Professor will lead the class in lectures covering various observation methods.
2. Professor will lead small-group projects.
3. Professor will discuss why it is useful to use different methods to observe and what role student-teachers play as an observer.
4. Students will provide a class with an oral presentation on course material ranging from literature activities for young children, sensory, writing, manipulative activities, physical, and other areas that represent the whole child.
5. Students will create lesson plans based on observations previously conducted.
6. Professor will conduct exams that cover course material.

Representative Course Assignments

Writing Assignments

1. Chapter exercises and activities
2. Critique of the article(s) provided by the professor and/or research by students
3. Written answers to accompany each visit to the child development center (16-17 visits)
4. Develop twenty activity cards
5. Prepare a written outline/lesson plan for a class presentation that includes the questions that will be asked of the children to support critical thinking

Critical Thinking Assignments

1. Students will understand the use of portfolio assessment, the importance of Ethics of Documentation, Use of Class List Log, Use and Implementation of Anecdotal Recording, Checklist, Running Records, and Development areas according to age.
2. Read and write a reaction from the California Learning Foundations Volumes I, II, and III). Write about the specific topics presented by the Foundations; for example History, Social/Emotional, Math, Language, Blocks, Science, Reading/Writing, Social Studies.
3. Research for article(s) on topics provided by the instructor (i.e., Code of Ethical Conduct in the ECE programs, QIRS, ECERS, CLASS assessments).

Reading Assignments

1. Read one chapter from the textbook weekly and select key concepts (i.e., Why Observe?, The use of class list log and separation and school adjustment, The use of anecdotal recording to look at self-care).
2. Read/research for article(s) on topics provided by the instructor (i.e., Code of Ethical Conduct in the ECE programs, QIRS, ECERS, CLASS assessments).
3. Read the California Learning Foundations Volumes I, II, and III). Write about the specific topics presented by the Foundations; for example History, Social/Emotional, Math, Language, Blocks, Science, Reading/Writing, Social Studies.

Skills Demonstrations

1. Students will develop a lesson plan, including activities for each area of development: Cognitive, Social-Emotional, Self-Care, Fine-Motor, Gross-Motor, and Language.

2. Students will write and discuss in class the specific topics presented by the Foundations; for example History, Social/Emotional, Math, Language, Blocks, Science, Reading/Writing, Social Studies.

Outside Assignments

Representative Outside Assignments

1. Research and write reflections for article(s) on topics provided by the instructor (i.e., Code of Ethical Conduct in the ECE programs, QIRS, ECERS, F-ECERS, DRDP's, CLASS assessments).
2. Write lesson plans based on preschool philosophies (Creative Curriculum, Waldorf, High-Scope, Reggio Emilia, Montessori, Transition Kindergarten).
3. Read and write a reaction from the California Learning Foundations Volumes I, II, and III). Write about the specific topics presented by the Foundations; for example History, Social/Emotional, Math, Language, Blocks, Science, Reading/Writing, Social Studies.
4. Read and write developmental milestone skills (in a lesson plan format) for preschoolers from the California Curriculum Foundations Volumes I, II, III.

Articulation

C-ID Descriptor Number

ECE 200

Status

Approved

Comparable Courses within the VCCCD

CD M04L - Observation & Assessment Lab

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Nilsen, Barbara A. (2017). *Week by Week: Plans for Documenting Children's Development* (7th). Boston, MA. CENGAGE Learning

Resource Type

Other Resource Type

Description

DRDP(2015) A Developmental Continuum from Early Infancy to Kindergarten Entry; California Department of Education Sacramento, 2014.

Resource Type

Other Resource Type

Description

ECERS-E The Four Curricular Subscales Extension to the Early Childhood Environment Rating Scale (ECERS-R) 4th. Edition with Planning Notes

Resource Type

Other Resource Type

Description

California Preschool Learning Foundations (Volumes I, II, and III) available at <http://www.ced.ca.gov/re/pn/documents/preschoollf.pdf>.

Resource Type

Other Resource Type

Description

California Curriculum Preschool Learning Foundations, (Volumes I, II, and III), available at <http://www.ced.ca.gov/sp/cd/re/documents/psframeworkkovol1.pdf>.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	The student may request in-person conferences in conjunction with the face portion of the hybrid class.
Asynchronous Dialog (e.g., discussion board)	Regular discussions, submission of observations, assignments, quizzes, exams.
E-mail	Regular correspondence, announcements, questions from students.
Synchronous Dialog (e.g., online chat)	The professor may choose to provide online chat room conference times, Zoom, YouTube Live Stream/Studio (recorded live sessions).
Video Conferencing	The professor may choose to provide online video conference times.
Other DE (e.g., recorded lectures)	The professor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital material(s).
Telephone	The professor may choose to provide telephone conference times.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	The student may request in-person conferences in conjunction with the face portion of the hybrid class.
Asynchronous Dialog (e.g., discussion board)	Regular discussions, submission of observations, assignments, quizzes, exams.
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Video Conferencing	The professor may choose to provide online video conference times.

Other DE (e.g., recorded lectures)	The professor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital material(s).
Telephone	The professor may choose to provide telephone conference times.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular correspondence, announcements, questions from students.
Asynchronous Dialog (e.g., discussion board)	Regular discussions, submission of observations, assignments, quizzes, exams.
Synchronous Dialog (e.g., online chat)	The professor may choose to provide online chat room conference times, Zoom, YouTube Live Stream/Studio (recorded live sessions).
Video Conferencing	The professor may choose to provide online video conference times.
Other DE (e.g., recorded lectures)	The professor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital material(s).
Telephone	The professor may choose to provide telephone conference times.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates**Department Chair**

09/16/2020

Dean

09/16/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000557525

DOE/accreditation approval date

MM/DD/YYYY