

Revised by: R. Roth
Reviewed by: M. Oja
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Semester effective: Fall 2019

Early Care, Education, and Family Studies (ECE) 1571 Child Study and Assessment (3 Units) (DS5)
CSU

[formerly Early Childhood Education 1571; Early Childhood Education 20]

Advisory: Eligibility for English 1500 strongly recommended; completion of nine (9) units in Early Care, Education and Family Studies, including Psychology 2003 and Early Care, Education and Family Studies 1521, recommended.

Total Hours: 32 hours lecture; 48 hours lab. 64 Outside of class hours. (144 Total Student Learning Hours)

Catalog Description: This course will provide students with information on appropriate assessment techniques used to assess children, guide learning and curriculum development, and create appropriate and respectful environments. Content includes hands-on experience working with families in observing, assessing, and developing portfolios for young children. Anecdotal records, rating systems and multiple assessment techniques will be explored. C-ID: ECE 200

Type of Class/Course: Degree Credit

Text: Nilsen, Barbara Ann. *Week by Week: Plans for Documenting Children's Development*. 7th ed. Cengage, 2017

Course Objectives:

By the end of the course, a successful student will be able to:

1. Provide appropriate and effective methods, theories and practices for observing and documenting young children's development,
2. Examine and recognize the special needs of children in a group environment,
3. Evaluate what he/she is seeing and experiencing,
4. Demonstrate sensitivity to and awareness of diversity and special needs issues in using observation tools to identify patterns, trends and anomalies individuals and groups of children,
5. Establish and maintain a confidential relationship with the children, families and caregivers in a group environment,
6. Recognize individual families and their role in the assessment process,
7. Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes,
8. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes,
9. Understand the preschool learning foundations and how they correlate with Early Childhood Education theories,
10. Use observation tools to identify quality in play-based environment, curriculum, and care routines

- (e.g., ECERS-R, CLASS),
11. Demonstrate and apply knowledge of developmental domains to interpretations of observations,
 12. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs,
 13. Demonstrate competency in writing,
 14. Apply critical thinking skills,
 15. Explain the importance of having a knowledge of child study and assessment in the field of early care and education,
 16. Identify the purpose, value, and use of formal and informal observation and assessment strategies,
 17. Describe the major characteristics, strengths, and limitations of selected assessment tools, and
 18. 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.

Course Scope and Content:

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| Unit I | The Role of Observation and Assessment in Early Childhood Education <ol style="list-style-type: none"> A. The Role in Meeting Individual and Group Needs B. The Role in Guiding Behavior C. The Role in Creating Environments D. The Role in Developing Appropriate Curriculum |
| Unit II | Methods for Recording Observations of Young Children's Behavior and Development <ol style="list-style-type: none"> A. Anecdotal B. Rating Systems C. Desired Result Developmental Profile (DRDP) D. California Preschool Learning Foundations E. Portfolios F. Differentiation between Subjective and Objective Data Collection and Recording |
| Unit III | Observing and Caring for Children at Each Stage of Development <ol style="list-style-type: none"> A. Infants B. Toddlers C. Preschool Age Children D. Kindergarten |
| Unit IV | Including Families in the Assessment Process <ol style="list-style-type: none"> A. Inclusion of Families in the Assessment Process |
| Unit V | Using Assessment Tools and Portfolios in Determining the Need for Intervention <ol style="list-style-type: none"> A. Using Assessment Tools and Portfolios in Determining the Need for Intervention |
| Unit VI | Diversity in the Assessment and Portfolio Process <ol style="list-style-type: none"> A. Diversity in the Assessment and Portfolio Process |
| Unit VII | Legal and Ethical Responsibilities Including Confidentiality <ol style="list-style-type: none"> A. Legal Responsibilities |

- B. Ethical Responsibilities
- C. Confidentiality

Unit VIII Impact of Situational Factors on Assessing Data

- A. Situational Factors
- B. Impact on Assessment

Unit IX The Linkage Between Child Development Theory and Research to Observation and Assessment

- A. The Link Between Child Development Theory and Research to Observation and Assessment

Unit X Utilize Observation and Assessment Strategies for Dual-language Learners, Children at Risk for Failure, and Children with Special Needs

- A. Observation and Assessment Strategies for Dual-language Learners
- B. Observation and Assessment Strategies for Children at Risk for Failure
- C. Observation and Assessment Strategies for Children with Special Needs

Unit XI Identification of Personal Biases and Expectations

- A. Influence of Personal Bias and Expectations
- B. Awareness of Personal Bias and Expectations

Course Scope and Content: Laboratory

Unit I The Role of Observation and Assessment in Early Childhood Education

- A. The Role in Meeting Individual and Group Needs
- B. The Role in Guiding Behavior
- C. The Role in Creating Environments
- D. The Role in Developing Appropriate Curriculum

Unit II Methods for Recording Observations of Young Children's Behavior and Development

- A. Anecdotal
- B. Rating Systems
- C. Desired Result Developmental Profile (DRDP)
- D. California Preschool Learning Foundations
- E. Portfolios
- F. Differentiation between Subjective and Objective Data Collection and Recording

Unit III Observing and Caring for Children at Each Stage of Development

- A. Infants
- B. Toddlers
- C. Preschool Age Children
- D. Kindergarten

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,

3. Completing required reading,
4. Completing written work, and
5. Observing children in an educational setting.

Methods of Instruction:

1. Film
2. Workshops,
3. Visiting specialists,
4. Class presentations,
5. Reading and evaluations, and
6. Peer interactions.

Methods of Evaluation:

1. Written assignments, including:
 - a. Journal entries,
 - b. Self-assessment inventory, and
 - c. Design a portfolio.
2. Skill demonstrations, including:
 - a. Presentations,
 - b. Computation or non-computational problem solving and conflict resolution,
 - c. Observations, and
 - d. Field work.
3. Reading Assignments, including:
 - a. Clinical studies,
 - b. Developmental profiles, and
 - c. Issues, rationales, challenges and strategies.
4. Other Examinations, including:
 - a. Multiple choice,
 - b. Matching,
 - c. True/false, and
 - d. Essay

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)

Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE