



CDE-147: OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

CDE - Child Development & Education

Course Number

147

Course Title

Observation and Assessment in Early Childhood Education

Short Title

Observation and Assessment

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Orientation at start of course - Students will be oriented to the online and face-to-face portions of the course on the first day of class. Announcements/Bulletin Boards - Announcements using the course management system will be posted at least weekly to keep students current on course events, due dates, materials, etc. Chat Rooms - Chat rooms on course questions, various genres, and student reading groups will be utilized to give students a place to complete group work and work on group projects. Discussion Boards - Communication via discussion boards will be initiated and maintained, with timely feedback provided. At least two discussion forums a week should be utilized for students to have a forum for discussion about the content of the course. Teleconferencing - Teleconferencing between students and the instructor to discuss assigned essays and projects will take place via telephone, CCCconfer, or email. Office hours - Instructors will hold regular office hours online using discussion forums, instant messaging, telephone, etc. Scheduled Face-to-Face Meetings - Hybrid courses will meet at regularly scheduled times (at least 5 times per semester).

C-ID (Admin Only)

C-ID ECE 200

Catalog Description

This course provides an overview of the observation and assessment techniques used to understand the development of children from infancy to eight years of age. Students will learn how to interpret and use the information to plan curricula and environments that are responsive to and supportive of children's typical and atypical learning and developmental needs. Students will be required to observe children within licensed care settings. Some settings may require immunizations, evidence of vaccines, and criminal record clearance.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CDE-101 (with a grade of C or better).

Pre or corequisite(s)

Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)

CDE-110 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-101.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions to conduct their observations. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.00* - *Child Development/Early Care and Education

**CIP Code**

13.1210 - Early Childhood Education and Teaching.

Student Accountability Model (SAM) Priority Code (CB 09)

B - Advanced Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Masters Required)	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives**

Learning Objective
1. Examine legal and ethical/professional responsibilities, including confidentiality related to assessment in early childhood settings.
2. Differentiate quantitative and qualitative methods for completing authentic assessments and yielding specific data collections.
3. Recognize the role of objectivity, subjectivity, and inferences in observation, documentation, and assessment.
4. Analyze the effect of social context, the child's state of health and well-being, primary language, ability and environment on assessment processes.
5. Discuss the role of partnerships with families and other professionals when interpreting observation and assessment data.
6. Interpret assessment data to identify patterns, trends, and anomalies that can address racial inequities, achievement gaps, special needs, and interventions.
7. Use standardized observation and assessment tools to identify levels of quality in play-based environment, interactions, curriculum, and care routines.
8. Demonstrate how observation and assessment are used to plan for and adjust learning experiences.
9. Identify and evaluate logistical challenges, biases, and preconceptions about assessing children.
10. Compare and contrast historic and currently recognized current state and widely-used assessment tools and processes.
11. Evaluate the purpose, value, and use of formal and informal observation strategies as well as define the major characteristics, strengths, and limitations.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
2. Students will complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.
3. Students will describe the ethical and professional responsibilities for educators in observing and assessing young children's development and learning.

Program Learning Outcomes

Learning Outcome

Students will demonstrate knowledge of the legal and ethical/professional responsibilities, including confidentiality related to assessment in early childhood settings.

Demonstrate an understanding of and advocate for the diverse needs of children and families within the context of a rapidly changing and highly diverse society.

Develop and effectively communicate a philosophy of education based on research and developmental theories that demonstrate a commitment to developmentally appropriate and responsive practice.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Observation and Assessment Based on Theories of Child Development and Learning

- a. California Infant-Toddler Learning and Development Foundations
- b. California Preschool Learning Foundations
- c. Developmental theories
- d. Legislation policies and state funding
- e. Important research trends
 - i. Cultural effects
 - ii. At-risk failure to thrive
 - iii. Social-economic status
 - iv. Special needs
 - v. Dual language learners
 - vi. Optimal development

2. Tools of Observation and Assessment

- a. Purpose and use
- b. historic and contemporary assessment tools and processes to be used in Early Educational Classrooms and Programs

i. National tools such as the Early Childhood Environmental Rating Scale (ECERS)

ii. Classroom Assessment Scoring System (CLASS)

iii. Quality Rating Improvement System (QRIS)

- d. State tools such as the Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems.

3. Professionalism in Early Childhood

- a. Professional organizations (e.g., NAEYC, NABE)
- b. California Early Childhood Competencies
- c. Legal and ethical responsibilities

i. NAEYC code of ethics

ii. Addressing Bias in Special Education Assessment

iii. Acknowledging the Role of White Privilege and Racism

iii. Reporting as a child mandated reporter

- d. Confidentiality
 - e. Biases
 - i. teacher bias
 - ii. implicit bias
 - iii. institutional biases
 - 4. Observing and Reporting
 - a. The On-going cycle of curriculum development
 - i. Observation
 - ii. Planning
 - iii. Implementation
 - a. Anti-Bias practices
 - b. Developmentally appropriate practice (DAP)
 - iv. Assessment
 - b. Formal and informal observations
 - c. Data collection methods such as:
 - i. Direct observation
 - ii. Time and event samples
 - iii. Interviews
 - iv. Questionnaires
 - v. Rating scales
 - vi. Anecdotal records
 - vii. Running records
 - viii. Checklists
 - d. Reporting methods such as:
 - i. portfolios
 - ii. parent-teacher conferencing
 - e. Subjective and objective reporting
 - f. Differences in qualitative and quantitative data
 - g. Documentation
 - 5. Use of Observation and Assessment to
 - 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. Children at-risk failure to thrive
 - v. Environmental design needs
 - vi. 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 CAP Observation and Assessment (cont'd)
7. Collaboration with Families and Professionals
- a. Use of assessment data
 - b. Promoting family involvement
 - c. Referral processes
 - e. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
 - f. Recordkeeping
 - g. Rights of children and families

Methods of Instruction

Method

Discussion

Integration

Students will participate in large and small group discussions, role playing, problem solving, case study analysis, and activities to strengthen observation skills and to discuss understanding of the legal, ethical and professional responsibilities related to assessment.

DE Adaptations for MOI

Students will participate in large and small group discussions, role playing, problem-solving, case study and video analysis, and activities to strengthen observation skills and to discuss the understanding of the legal, ethical and professional responsibilities related to assessment. Discussions will take place using the course management system discussion board in either group or whole class settings and/or in the face-to-face session (in a Hybrid course).

Method

Lecture

Integration

Lecture and audio-visual presentations will be used to familiarize students with the widely accepted purposes of assessment and the most common methods and tools used.

DE Adaptations for MOI

Lecture and audio-visual presentations will be used to familiarize students with the widely accepted purposes of assessment and the most common methods and tools used. Lectures will be accomplished using instructor prepared web-based presentations and links to appropriate audio-visual and reference sites, including but not limited to webinars on the use of California state required assessment tools (Desired Results Developmental Profile and Early Childhood Environment Rating Scale). Additional online lectures will include text based lectures and/or include Closed Captioned (CC) video content (created by the course instructor and others found in training online resources, e.g., CA Early Childhood Online Resources Site)

Method

Observation and Demonstration

Integration

Individual observation assignments will be used to familiarize students with child growth and development within the classroom and appropriate observation and assessment techniques.

DE Adaptations for MOI

Individual observation assignments will be used to familiarize students with child growth and development within the classroom and appropriate observation and assessment techniques. These assignments will be provided on the course management system and explained in both written and verbal instructions with a link to an online area where students can ask any questions to clarify these assignments. Examples of completed observation tools and developmental portfolios will be included in the course management system.

Methods of Evaluation

Method

Exams/Tests

Integration

Students will complete quizzes and or exams comprised of multiple-choice, short answer and essay questions designed to determine whether or not the student comprehends developmental domains, different methods of observation, and of communication strategies in sharing assessment findings with parents and/or appropriate professionals. Students will submit their exam under assessments on the course management system. Feedback will be provided on the course management system under the grading area.

DE Adaptations for MOE

Students will complete quizzes and or exams, via the course management system, comprised of multiple-choice, short answer and essay questions designed to determine whether or not the student comprehends developmental domains, different methods of observation, and of communication strategies in sharing assessment findings with parents and/or appropriate professionals. Feedback will be provided on the course management system under the grading area.

Method

Portfolios

Integration

Each student will complete a portfolio project based on a identified child in an early childcare setting, enabling the student to demonstrate observation, documentation, analysis, and professional skills. Grading is based on ability to apply developmental norms, on the quality and quantity of documentation, and on adherence to professional and ethical standards of behavior. Students will submit their work under assignments on the course management system. Feedback will be provided on the course management system under the grading area.

DE Adaptations for MOE

Each student will complete an e-portfolio project based on a identified child in an early childcare setting, enabling the student to demonstrate observation, documentation, analysis, and professional skills. Grading is based on ability to apply developmental norms, on the quality and quantity of documentation, and on adherence to professional and ethical standards of behavior. Students will submit their work under assignments on the course management system. Feedback will be provided on the course management system under the grading area.

Method

Projects

Integration

Students will complete multiple observation assignments of a child in a licensed early childcare setting. These observations can take place in the MSJC CDC Lab School or in a licensed childcare center where the student has received approval to observe. The students will submit these completed observation tools in a project notebook. Grading is based on students' demonstrated ability to utilize different methods of observation and to analyze the assessment using developmental norms. Students will submit their work under assignments on the course management system. Feedback will be provided on the course management system under the grading area.

DE Adaptations for MOE

Students will complete multiple observation assignments of a child in a licensed early childcare setting. These observations can take place in the MSJC CDC Lab School or in a licensed childcare center where the student has received approval to observe. The students will submit these completed observation tools online via the course management system assignment area. Grading is based on students demonstrated ability to utilize different methods of observation and to analyze the assessment using developmental norms. Feedback will be provided on the course management system under the grading area.



Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Prepare a two-page analysis and evaluation comparing different observation tools and techniques discussed in class and demonstrated in the classroom environment. You will be required to locate at least two web sites as reliable sources of information on the specific assessment tools. The written reports will be combined in your class resource notebook. Students should submit their work under assignments on the course management system. Grading will be determined using a rubric provided to student. Feedback with details will be provided on the course management system under the grading area.

How assignment will be adapted in online format

Using CMS tools, submit a Prepare a two-page analysis and evaluation comparing different observation tools and techniques discussed in class and demonstrated in the classroom environment. You will be required to locate at least two web sites as reliable sources of information on the specific assessment tools. A letter grade will be provided using a rubric available in advance to students. Students will be evaluated using CMS grading feedback.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read NAEYC Code of Ethical Conduct and Statement of Commitment

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf. Write a 1-page summary reflection describing the importance of professional ethics and steps individuals can take to ensure ethical practice in the classroom with children. Submit assignments using CMS tools. Grading will be determined using the grading rubric provided to students with their assignment directions. Feedback with details will be provided on the course management system under the grading area.

How assignment will be adapted in online format

Using the CMS Tool, Read NAEYC Code of Ethical Conduct and Statement of Commitment, https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf. Write a 1-page summary reflection describing the importance of professional ethics and steps individuals can take to ensure ethical practice in the classroom with children. Submit assignments using CMS tools. Grading will be determined using the grading rubric provided to students with their assignment directions. Feedback with details will be provided on the course management system under the grading area.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Complete four observations (children's physical development, children's language and literacy development, children's social and emotional development, and early childhood classroom). Submit assignments using CMS tools. Grading will be determined using the observation rubric provided to students. Feedback with details will be provided on the course management system under the grading area.

How assignment will be adapted in online format

Complete four observations (children's physical development, children's language and literacy development, children's social and emotional development, and early childhood classroom). Submit assignments using CMS tools. Grading will be determined using the observation rubric provided to students. Feedback with details will be provided on the course management system under the grading area.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Submit a 2-page summary on family involvement and the role partnerships during the assessment process. Discuss potential biases, cultural differences, and the understanding of inequities and differences. Submit assignments using CMS tools. Grading will be determined using the grading rubric provided to students with their assignment directions. Feedback with details will be provided on the course management system under the grading area.

How assignment will be adapted in online format

Using the CMS tool, submit a 2-page summary on family involvement and the role partnerships during the assessment process. Discuss potential biases, cultural differences, and the understanding of inequities and differences. Submit assignments using CMS tools. Grading will be determined using the grading rubric provided to students with their assignment directions. Feedback with details will be provided on the course management system under the grading area.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Watching the following 6 videos in class, practice writing anecdotal notes as you observe the children in the video. Following the video, discuss with peers about notes. Review for objectivity versus subjectivity. Submit your notes using CMS tools. Grading will be determined using the grading rubric provided to students during class. Feedback from the instructor with details will be provided on the course management system under the grading area.

How assignment will be adapted in online format

Watching the following 6 videos, practice writing anecdotal notes as you observe the children in the video. Following the video, discuss with peers about your findings using LMS discussion forums. Review for objectivity versus subjectivity. Grading will be determined using the grading rubric provided to students with their assignment directions. Submit on LMS. Feedback with details will be provided on the course management system under the grading area.



Course Materials

Textbooks

Pedagogical Documentation in Early Childhood: Sharing Children's Learning and Teachers' Thinking (2023). by Susan Stacey
ISBN-10: 1605548030

Other Resources

California State Preschool Learning Foundations, Available at:<http://www.cde.ca.gov/sp/dc/re/documents/preschool.pdf> California State Infant/Toddler Learning & Development Program Guidelines, Available at:<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Open Educational Resources

Observation and Assessment in Early Childhood Education (OER)
[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_\(Peterson_and_Elam\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam))

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Content has included concepts such as disproportionate identification of children, focusing on inequities, being an objective observer, teacher bias. These topics are infused within the course readings as well as assignments and activities.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To better support diverse learners, we incorporated formative and summative active learning strategies and included in-class and out-of-class assignments that explored content material through the lens of equity and diversity. Content is provided in a variety of approaches, including written texts, images, and film, while scaffolding approaches to help them understand the critical reading and thinking process. In instruction, discussion forums and class activities encourage students to dialogue about their own childhood experiences that reflect challenges and inequities. The method of evaluation reflects different types of assessments that align with the revised course objectives and content.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course will include a Q and A forum so that students can dialogue about the course, answer questions, and allow students to learn from one another. Discussion for sharing perspectives will be utilized for enhancing empathy and learning about others' experiences. A chat feature will be available to discuss observation and assessment resources so that students can share ideas for how to support children in need. A special interest group to study special education concepts and dialogue on policies and advocacy news related to special education will be created for students to strengthen their advocacy skills which will strengthen their intervention skills in future careers.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives in this observation and assessment course. The instructor will personalize grade submission reminders via email or grade book. The instructor will provide timely feedback on observations, learning journals, or other reflective activities focusing on teach bias and objectivity versus subjectivity when using observation to plan for and adjust learning experiences. The instructor will send course updates, fun facts, etc. through social media to help students get excited about the plethora of education resources that are available focusing on assessment tools and techniques. The faculty will participate in discussion forums and respond to students' threads. The instructor will send frequent announcements to offer instruction and comfort. Online or telephone student hours and one-one-one mentoring for individual learners who desire extra support will be provided in order for them to understand critical content, such as laws and policies (e.g., NAEYC Code of Ethics, IDEA, ADA compliances). The instructor will work with small groups of students assigned to help teach portions of the course (peer teaching).

Explain how the course will incorporate student-to-content interaction.

Module tutorials (using text, still images, audio, and/ or video) will be provided for students who have diverse modes of learning and will require students to take notes in their own way. Students will have review activities that are based on early childhood observations and assessment readings and content material that reflects the course objectives (e.g., answering open-ended questions) in an assignment. Module readings will be assigned with follow-up activities and relevant quizzes to ensure an understanding of the content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Opportunities for reflections on teacher bias, implicit bias, objectivity versus subjectivity reflections and other material will be incorporated. Students will provide summaries of experience throughout the course to ensure that the material makes a connection to their real-world experiences.

Key: 785