

HDEV 0003 - OBSERVATION AND ASSESSMENT

Catalog Description

Prerequisite: Completion of HDEV 1 or 9 with grade of "C" or better; completion of HDEV 2 with grade of "C" or better

Hours: 54 lecture

Description: The appropriate use of assessment and observation tools and strategies to document young children's development, learning and behavior. Emphasizes use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals. Child observations will be conducted and analyzed. (C-ID ECE 200) (CSU)

Course Student Learning Outcomes

- CSLO #1: Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
- CSLO #2: Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
- CSLO #3: Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Compare historic and currently used observation and assessment tools.
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 with an emphasis on the Environmental Rating Scale tools (ITERS/ECERS/FCERS/SACERS) and the CLASS assessment tool.
6. Demonstrate the ability to use observation and assessment in decision making for instruction, referral, and intervention.

7. Describe legal and ethical responsibilities in relationship to observation, documentation, and recordkeeping.
8. Identify the purpose, value, and use of formal and informal observation and assessment strategies.
9. Describe the major characteristics, strengths, and limitations of selected assessment tools.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Describe observational methods including pros and cons of each technique, appropriateness to a particular situation, and consideration of a child's age/stage in relation to observed behavior. Essay evaluated based upon a rubric developed by instructor and shared with students.
- Objective Examinations
 - Example: Read short case studies about child behavior and choose which observation method would be best used to assess developmental levels. Graded based on correct application of criteria.
- Projects
 - Example: Students will compile written observation reports, along with other pertinent materials to create a portfolio. Rubric Grading.
- Reports
 - Example: Students will document observations in written reports that will be evaluated based on writing competency, accuracy of content, critical thinking of optimal solutions or alternatives. Rubric Grading.
- Skill Demonstrations
 - Example: Implement different observation techniques in a lab setting including anecdotes, running records, and authentic work assessment. Work products will be evaluated based on correct methodology of each technique, and shared with students in a rubric developed by the instructor.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will lecture on the different observation/assessment tools and lead a discussion after each about strengths/weaknesses, role of the teacher, etc. (Objective 5)

2. Following a lecture on conducting preschool observations, students must conduct observations in preschool settings in order to practice various observation tools. (Objective 6)

Distance Learning

1. The instructor will post or link audio content in order to engage students in the online environment as well as deliver content at the same time. An instructor will post their own audio lecture which addresses one of the outcomes or use an assignment or page embedded link to direct students to listen to an outside audio lecture. For example, students may be required to listen to a podcast on current assessment trends. Students may be further asked to produce an assignment related to the audio content in the form of an essay, Voice Thread or discussion post.

Typical Out of Class Assignments

Reading Assignments

1. Read the chapter on time sampling and complete a time sampling tool during the observation of a child attending an early childhood program. 2. Read the Early Childhood Rating Scale and complete pre-selected items in an Early Childhood setting.

Writing, Problem Solving or Performance

1. Complete written assignments using various observation tools such as: running record, time sampling, anecdotal records, and checklists. 2. Conduct an analysis of observational data based on the developmental stages of a young child. Identify appropriate assessment tools used in gathering data, and develop ways to effectively plan for children in order to meet their individual needs.

Other (Term projects, research papers, portfolios, etc.)

1. Produce a developmental profile and portfolio of one child based on the documentation obtained throughout the semester. 2. Complete the CECO module for DRDP anecdotal records.

Required Materials

- Through the Looking Glass
 - Author: Sherly Nicolson, Susan Shipstead
 - Publisher: Merrill Prentice Hall
 - Publication Date: 2009
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Seeing Young Children: A Guide to Observing and Recording Behavior
 - Author: Bentzen, Warren R.
 - Publisher: DelMar Cengage Learning.
 - Publication Date: 2008
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Week by Week: Plans for Documenting Children's Development with Professional Enhancement Booklet

- Author: Nilsen, Barbara Ann
- Publisher: DelMar Cengage Learning
- Publication Date: 2014
- Text Edition: 6th
- Classic Textbook?:
- OER Link:
- OER:
- Early Childhood Environmental Rating Scale
 - Author: Harms, Clifford, & Cryer
 - Publisher: Teachers College Press
 - Publication Date: 2014
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- CLASS Dimensions Guide
 - Author: Teachstone
 - Publisher: Teachstone
 - Publication Date: 2016
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

Desired Results Development Profile Ages & Stages Assessment Tools: DRDP