

CD M04L: OBSERVATION AND ASSESSMENT LABORATORY

Originator

scoulter

College

Moorpark College

Attach Support Documentation (as needed)

observation-and-assessment-worksheet-8-2021 (1).docx

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M04L

Course Title (CB02)

Observation and Assessment Laboratory

Banner/Short Title

Observation & Assessment Lab

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Provides an opportunity for students to analyze child behavior in a designated child development center through direct observation. Applies observation techniques to early childhood teaching practice. Requires use of specific observation tools to observe children's development and their interactions with adults, children, materials, and activities. Prepares those working with students in early care and learning, transitional kindergarten, kindergarten, and/or early primary classrooms.

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

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

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

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

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

52.5

Total Maximum Student Learning Hours

52.5

Minimum Units (CB07)

1

Maximum Units (CB06)

1

Corequisites

CD M04

Advisories on Recommended Preparation

CD M02

Limitations on Enrollment

Current negative TB test or chest x-ray

Others (specify)

Other Limitations on Enrollment

TB Clearance (within 1 year of the last day of the semester - if you have ever received a positive result, you must submit a clear chest x-ray within 5 years with a yearly reevaluation.)

Measles Immunity (2 MMR vaccinations, or a positive titer for Measles)

#Tdap for Pertussis Immunity (immunization must have been given at age 11 or older)

#Flu Immunity (you may choose to fill out a declination available from the instructor)

Requisite Justification**Requisite Type**

Corequisite

Requisite

CD M04

Requisite Description

Corequisite

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Requisite Type

Recommended Preparation

Requisite

CD M02

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Enrollment Limitation

Requisite

TB Clearance (within 1 year of the last day of the semester - if you have ever received a positive result, you must submit a clear chest x-ray within 5 years with a yearly reevaluation.)

Measles Immunity (2 MMR vaccinations, or a positive titer for Measles)

#Tdap for Pertussis Immunity (immunization must have been given at age 11 or older)

#Flu Immunity (you may choose to fill out a declination available from the instructor)

Requisite Description

Credit program requisite (credit only)

Level of Scrutiny/Justification

Required by statute or regulation

Student Learning Outcomes (CSLOs)

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

- | | |
|---|---|
| 1 | apply their understanding of developmental domains to their observations of children in the Child Development Lab and theoretically interpret the observed behaviors. |
|---|---|

Course Objectives

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

- | | |
|---|---|
| 1 | demonstrate how systematic observation methods provide data to assess the impact of learning settings, interactions and curriculum on children's development and learning. |
| 2 | compose written running records with annotations, anecdotal records, rating systems, and/or use program- or site-identified formative assessment strategies of a particular skill or children's daily behavior in a child development center. |
| 3 | demonstrate use of the current state and national standards-based assessment tools. |
| 4 | create child portfolios to meet early childhood professional standards. |
| 5 | utilize observation and assessment data about children's current status with respect to the Infant Toddler and Preschool Learning Early Learning Foundations, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children. |
| 6 | evaluate the characteristics, strengths, and limitations including fairness, bias, and cultural-responsiveness of common assessment tools. |
| 7 | compare assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time. |

Course Content

Lecture/Course Content

n/a

Laboratory or Activity Content

- 5% - Identification of personal biases and expectations
- 5% - Formative and summative assessment
- 5% - Documentation

- 10% - Observation and assessment as the foundation of the curriculum planning cycle
- 10% - Child portfolios
- 10% - Rating systems/environmental rating scales
- 15% - Anecdotal records
- 15% - Running records/case studies
- 15% - Standards-based assessment
- 10% - Apply knowledge of development to interpret observations

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
Skills demonstrations

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):

Film/video productions
Graphic/architectural designs
Group projects
Individual projects
Journals
Laboratory activities
Laboratory reports
Oral analysis/critiques
Oral presentations
Portfolios
Reports/papers
Research papers
Other (specify)
Projects
Participation
Reports/Papers/Journals

Other

Creation of anecdotal and running record observations
Development of child portfolios
Child study analysis
Classroom environment analysis

Instructional Methodology

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

Audio-visual presentations
Case studies
Class activities
Class discussions
Clinical demonstrations
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field experience/internship
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Laboratory activities
Lecture
One-on-one conference
Practica
Role-playing
Small group activities
Web-based presentations

Other (specify)

Specify other method of instruction

Direct observations of children and completion of assessments in the Moorpark College Child Development Center Lab School and Community Mentor Sites.

Observation practice and analysis

Completion of rating scales and checklists

Collection of developmental documentation

Describe specific examples of the methods the instructor will use:

The instructor will collaborate with the Child Development Center staff to provide presentations on observation and assessment skills and tools.

Representative Course Assignments

Writing Assignments

- Completion of running records of children involved in classroom activities.
- Completion of written assignments that document children’s behaviors and the effectiveness of teaching strategies.
- Completion of anecdotal records.

Critical Thinking Assignments

- Self-evaluate observation abilities and analysis of observation techniques.
- Create individualized, developmentally appropriate curriculum plans based on child observations.
- Analyze documentation taken in a child development center and relating it to children’s development.

Reading Assignments

- Read the "Fairness, Bias, and Cultural-Responsiveness Checklist for Assessments" developed by the Center for Collaborative Education and designed to help school leaders and educators evaluate the fairness, bias, and cultural-responsiveness of their assessments for students.
- Read the California Department of Education Infant Toddler and Preschool Learning Early Learning Foundations, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children.

Skills Demonstrations

- Completion of Early Childhood Environment Rating Scale (ECERS).
- Completion of Desired Result Developmental Profile (DRDP).
- Completion of Classroom Assessment Scoring System (CLASS).

Problem-Solving and Other Assignments (if applicable)

- Trainings on Quality Counts CA assessment tools.

Outside Assignments

Representative Outside Assignments

- Design a portfolio system to organize observational data.
- Create a classroom documentation project demonstrating how the curriculum supports children's learning.

Articulation

C-ID Descriptor Number

ECE 200 (with CD M04)

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Bakersfield	CAFS 2100	Observation of Children	3
Cal Poly San Luis Obispo	CD 131	Observing and Interacting with Children	4
CSU Los Angeles	CHDV 2000	Techniques for the Study of Children	4

Comparable Courses within the VCCCD

CD V04L - Observation and Assessment Laboratory
 CD R111 - Observation and Assessment

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Monica College	ECE 21	Observation and Assessment	4
Santa Barbara City College	ECE 128	Observation and Curriculum Planning	3

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 Baccalaureate List effective term:

S2000

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

Area F: Ethnic Studies

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

Wortham, Sue, and Brenda Hardin. *Assessment in Early Childhood Education*. 8th ed., Pearson, 2020.

Resource Type

Other Resource Type

Description

California Department of Education. *Desired Results Developmental Profile – Preschool View*. 2015, <http://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf>. Accessed 14 Sept. 2022.

Resource Type

Other Resource Type

Description

California Department of Education. *DRDP-K; Desired Results Developmental Profile – K*. 2015, http://www.drdpk.org/docs/DRDP2015K_Final_12032015.pdf. Accessed 14 Sept. 2022.

Resource Type

Other Resource Type

Description

California Department of Education. *California Preschool Program Guidelines*. 2015, <http://www.cde.ca.gov/sp/cd/re/documents/preschoolprogdlns2015.pdf>. Accessed 14 Sept. 2022.

Resource Type

Other Resource Type

Description

California. Department of Education California Preschool Learning Foundations, Vol. I. California Department of Education, 2011. <http://www.cde.ca.gov/sp/cd/re/psfoundationsvol1intro.asp> .

Resource Type

Textbook

Classic Textbook

Yes

Description

Peterson, G. & Elam, E. *Observation and Assessment in Early Childhood Education*. Version 1.2, College of the Canyons, 2020. CC BY 4.0 international license.

Resource Type

Textbook

Description

Escamilla, et al. *Learning stories & teacher inquiry groups: Reimagining teaching & assessment in early childhood education*. National Association for the Education of Young Children, 2021.

Library Resources**Assignments requiring library resources**

Review and analysis of a journal article in the field of child development on the role of observation and assessment in intervention.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research using the Library's print and online resources to gather information and prepare documentation of children's learning.

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

Hybrid (1%–50% online)
Hybrid (51%–99% 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
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

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 instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.

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Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

100% online Modality:**Method of Instruction****Document typical activities or assignments for each method of instruction**

Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/01/2022

Dean

09/06/2022

Technical Review

09/15/2022

Curriculum Committee

09/20/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000524818

DOE/accreditation approval date
MM/DD/YYYY