

CD M04: OBSERVATION AND ASSESSMENT

Originator

scoulter

College

Moorpark College

Attach Support Documentation (as needed)

observation-and-assessment-worksheet-8-2021.docx

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M04

Course Title (CB02)

Observation and Assessment

Banner/Short Title

Observation and Assessment

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. Emphasizes the use of findings to inform and plan learning environments and experiences. Examines recording strategies, rating systems, portfolios, and multiple assessment tools, along with strategies for collaboration with families and professionals. 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

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

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

35

Total Maximum Contact/In-Class Hours

35

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**

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Corequisites

CD M04L

Advisories on Recommended Preparation

CD M02

Requisite Justification**Requisite Type**

Corequisite

Requisite

CD M04L

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

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools. |
| 2 | 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 | describe the ethical and professional responsibilities for educators in observing and assessing young children's development and learning. |

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

- | | |
|---|---|
| 1 | differentiate between various observation and assessment tools according to their purpose and validity. |
| 2 | demonstrate basic formative and summative assessment techniques. |
| 3 | apply knowledge of development and other influencing factors to interpret observations and assessments. |
| 4 | employ standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum. |
| 5 | discuss logistical challenges, biases, and preconceptions about observing and assessing children. |
| 6 | demonstrate how observation and assessment are used to plan for and adjust learning experiences |
| 7 | describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping. |
| 8 | discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data. |

Course Content**Lecture/Course Content**

- **10% - Observation and Assessment Based on Theories of Child Development and Learning**
 - California Infant-Toddler Learning and Development Foundations
 - California Preschool Learning Foundations
- **10% - Tools of Observation and Assessment**
 - Purpose and use
 - Current and historic
 - National tools such as the Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS)
 - State tools such as the Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems.
- **20% - Observation and Reporting**
 - Formal and informal
 - Legal and ethical responsibilities
 - Confidentiality
 - Data collection methods such as:
 - Direct observation
 - Time and event samples
 - Interviews

- Questionnaires
- Rating scales
- Reporting methods such as:
 - Anecdotal records
 - Running records
 - Checklists
- Subjective and objective reporting
- Qualitative and quantitative
- Documentation
 - Types
 - Purposes
- **10% - Impact of Situational Factors in the Process of Observation and Assessment**
 - Factors outside of the school setting
 - Demographics, cultural background, and perspectives of the children and families
 - Observers' cultural perspectives, expectations, and personal bias
- **20% - Use of Observation and Assessment to:**
 - Monitor children's health, well-being, development, and learning
 - Determine, plan, and adjust teaching strategies and curriculum to meet:
 - Various content and curriculum purposes
 - Child's interests, skills, and abilities
 - First and dual-language learners
 - Environmental design needs
 - Guidance and behavior needs
 - Inform referral and intervention
- **10% - The On-Going Cycle of Curriculum Development**
 - Observation
 - Planning
 - Implementation
 - Assessment
 - Reflection
- **20% - Collaboration with Families and Professionals**
 - Use of assessment data
 - Promoting family involvement
 - Referral processes
 - National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
 - Recordkeeping
 - Rights of children and families

Laboratory or Activity Content

n/a

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):

Essay exams

Film/video productions

Graphic/architectural designs

Group projects

Individual projects

Journals

Laboratory activities

Laboratory reports

Objective exams

Oral analysis/critiques

Oral presentations

Portfolios

Quizzes
Reports/papers
Research papers
Role playing
Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Development of child portfolio
Running record observations
Anecdotal record observations
Rating scales

Instructional Methodology

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

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Dialog
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Laboratory activities
Lecture
Observation
Practica
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

- Written observation assignments on topics such as linguistic and cultural responsiveness.
- Written Individual Child Study report.
- Written reflection on observation process and individual development of observation and assessment skills.

Critical Thinking Assignments

- Interpret and analyze observation data for decision-making on differentiated instruction, referral, and intervention.
- Evaluate observational data using current state and/or national assessment tools.
- Develop and interpret a case study of a child's development.

Reading Assignments

- Read observational data to inform teaching responses and strategies in partnership with families and other professionals.
- Read assessment findings from formative and summative assessments.

Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments**Representative Outside Assignments**

- Read outside journal articles on topics such as communication with families and collaboration with other professionals.
- Create a classroom documentation project demonstrating how the curriculum supports children's learning.
- Design a portfolio system to organize observational data.

Articulation**C-ID Descriptor Number**

ECE 200 (with CD M04L)

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal Poly San Luis Obispo	CD 131	Observing and Interacting with Children	4
CSU Los Angeles	CHLD 2000	Techniques for the Study of Children	3
CSU Bakersfield	CAFS 2100	Observation of Children	2

Comparable Courses within the VCCCD

CD R111 - Observation and Assessment

CD V04 - Observation and Assessment

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Monica College	ECE 21	Child Observation and Assessment	4
Santa Barbara City College	ECE 128	Observation and Assessment	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:

F1995

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/preschoolproggdlns2015.pdf>. Accessed 14 Sept. 2022.

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, I. M., 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**

Journal article review and analysis; and research, using the Library's print and online resources, on trends in early childhood education and assessment.

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.
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.
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.)
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 conferencing 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.
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
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Telephone

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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

CCC000524814

DOE/accreditation approval date

MM/DD/YYYY

