

CHLDV133 : Observation And Assessment

General Information

Author:	<ul style="list-style-type: none">Elizabeth KronbeckBiancheri, Mary JaneOwens, DeborahStonis, Michelle
Course Code (CB01) :	CHLDV133
Course Title (CB02) :	Observation And Assessment
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000322939
Curriculum Committee Approval Date:	12/28/2023
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	12/28/2023
Course Description and Course Note:	CHLDV 133 focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning to join families and professionals in promoting children's success and maintaining quality programs. We explore recording strategies, rating systems, portfolios, and multiple assessment methods. Note: Verification required of current tuberculosis (TB) clearance; measles, mumps, and rubella (MMR) immunization; and diphtheria, tetanus, and whooping cough (pertussis; DTaP) immunization.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none">Biancheri, Mary Jane
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grading Basis
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Course is not a basic skills course.

Course is not a special class.

- Grade with Pass / No-Pass Option

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Approved	08/25/2014	ECE 200 - Observation and Assessment

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	72
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	3	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36

Laboratory	54
Studio	0
Total	90
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Studio	0
Total	72

Time Commitment Notes for Students

The three lab hours are TBA and to be completed in an preschool environment.

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

CHLDV135 - Child Growth And Development (in-development)

Objectives

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Analyze how cultural, economic, political, and historical contexts affect children's development.
- Compare and contrast various theoretical frameworks that relate to the study of human development, and examine and evaluate the role of play and its relationship to development at various stages.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Laboratory

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Demonstrations

Methods of Instruction Presentations

Out of Class Assignments

- Reflective writing assignments (e.g., write a reflection about the experience upon completing of three observations and reviewing the data.)
- Classroom environment assessment (e.g., complete appropriate environment rating scale in your laboratory classroom)
- Online lessons completed with LMS

Methods of Evaluation

Project/Portfolio

Rationale

Child Portfolio (e.g., collect and assess observations on one child demonstrating growth and development over the semester)

Exam/Quiz/Test

Examinations (e.g., multiple choice and essay components)

In-Class Writing Assignment

In-class writing (e.g., short reflection on assigned reading)

Textbook Rationale

Both texts by Thelma Harms are classics and considered seminal works in the field without rival.

Textbooks

Author	Title	Publisher	Date	ISBN
Harms, Thelma	Infant Toddler Environment Rating Scale	Teachers College Press	2017	978-0807758670
Cohen, Dorothy H; Stern, Virginia; Balaban, Nancy; Gropper, Nancy, Andris, Jane	Observing and Recording the Behavior of Young Children	Teachers College Press	May 2024	9780807769188
Harms, Thelma et al.	Early Childhood Environment Rating Scale	Teachers College Press	2014	9780807755709

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Integrate activities related to assessment within play-based environments, curriculum, and care routines for typically and atypically developing children.

SLOs

Evaluate the characteristics, strengths and limitations of common assessment tools.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Infant/Toddler	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
<i>CHLDV</i> Teacher (Preschool)	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
<i>CHLDV</i> Master Teacher	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Site Supervisor	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> School-Age Care	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Transitional Kindergarten Certificate	plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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<i>CHLDV</i> Infant/Toddler	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
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<i>CHLDV</i> Site Supervisor	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Teacher (Preschool)	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
<i>CHLDV</i> Transitional Kindergarten Certificate	plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;
Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data	
Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.
	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

CHLDV
Site Supervisor

articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals

develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

understand and value the importance and complex characteristics of children's families and communities

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

CHLDV
Teacher (Preschool)

articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals

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CHLDV
School-Age Care

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CHLDV
Infant/Toddler

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CHLDV
Master Teacher

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Course Content

Lecture Content

Legal and Ethical Responsibilities Including Confidentiality (7 hours)

- National and State standards for learning and assessment
- Historic and current tools of observation and assessment
- Effects of contexts

Methods of Documentation and Record Keeping Young Children (13 hours)

- Appropriate procedures for observation
- Methods, plans and contexts
- Time sampling
- Event sampling
- Diary description
- The anecdotal record
- Frequency counts or duration records
- Checklists
- State Standards and content tools
- Application and interpretation

Observation as a Key Element in the Teaching and Learning Cycle (13 hours)

- Observation as on-going process
- Observation and assessment as a tool to create appropriate environments
- Application of basic elements of child development theory to observation and assessment
- Identify differences in development and skills among children
- Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning
- Observation and assessment strategies that support appropriate teaching strategies for dual-language learners
- The value of collaboration with families and other professionals
- Cooperative relationships with professionals and families and teachers in support of children with special needs
- The role of assessment in early intervention
- Importance of identifying personal biases

Writing Techniques (3 hours)

- Report preparation
- How to organize a project and observation narrative
- Communication with families
- Resume and portfolio preparation

Total Hours: 36**Laboratory/Studio Content****Observation as a Key Element in the Teaching and Learning Cycle (12 hours)**

- Observation as ongoing process
- Observation and assessment as a tool to create appropriate environments
- Observation from a strengths-based lens versus a deficit mindset
- Application of basic elements of child development theory to observation and assessment
- Identify differences in development and skills among children
- Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning
- Observation and assessment strategies that support appropriate teaching strategies for dual-language learners
- The value of collaboration with families and other professionals
- Cooperative relationships with professionals, families, and teachers in support of children with special needs
- The role of assessment in early intervention
- Importance of identifying personal biases

Writing Techniques (4 hours)

- Report preparation
- How to organize a project and observation narrative
- Communication with families
- Resume and portfolio preparation

Laboratory Participation (38 hours)

- Observations
- Observing early education teacher's role
- Portfolios of student

Total hours: 54**Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

Yes

Were there any DEIA changes made to this outline?

Yes

If yes, in what areas were these changes made:

- Course Content

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value