

Cerro Coso College  
**Course Outline of Record Report**  
 01/10/2023

## CHDVC200 : Observation and Assessment

### General Information

Author:	<ul style="list-style-type: none"> <li>Vivian Baker</li> <li>Fuller, Elisabeth</li> <li>Ledford, Tyrone</li> </ul>
Course Code (CB01) :	CHDVC200
Course Title (CB02) :	Observation and Assessment
Department:	Child Development
Proposal Start:	Fall 2022
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000236703
Curriculum Committee Approval Date:	10/16/2015
Board of Trustees Approval Date:	12/17/2015
External Review Approval Date:	02/10/2016
Course Description:	This course focuses on the appropriate use of assessment and observation tools and strategies to document young children's development and learning. This course emphasizes the use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored, along with strategies for collaboration with families and professionals. Students are required to observe children in a group setting.
Submission Type:	Improvement to Program of Study Change to Content
	This course is CAP aligned and the CAP outline was revised March 2021. The course is being revised early to address the changes including revised outcomes, objectives and topical outline.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Child Development/Early Childhood Education</li> </ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
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Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> <li>Letter Grade Methods</li> </ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.
<b>Rationale For Credit By Exam/Challenge</b> No value	<b>Retake Policy Description</b> Type: Non-Repeatable CreditType: Non-Repeatable Credit	<input type="checkbox"/> Allow Students To Audit Course
<b>Course Support Course Status (CB26)</b> Course is not a support course		

Associated Programs		
<input checked="" type="checkbox"/> Course is part of a program (CB24)		
Associated Program	Award Type	Active
CC Child Development Teacher	Certificate of Achievement	Summer 2018
Child Development Master Teacher Certificate of Achievement	Certificate of Achievement	Fall 2022
CC Child Development Master Teacher-	Certificate of Achievement	Summer 2018 to Fall 2022
CC Associate in Science in Early Childhood Education for Transfer Degree	A.S. Degree for Transfer	Spring 2018

Transferability & Gen. Ed. Options				
<b>Course General Education Status (CB25)</b> Y				
<b>Transferability (CB05)</b> Transferable to CSU only		<b>Transferability Status</b> Approved		
C-ID	Categories	Status	Approval Date	Comparable Course
Early Childhood Education	C-ID discipline	Approved	No value	ECE 200

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (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	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 54

**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

**Total** 54

**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

**Total** 108

### Time Commitment Notes for Students

No value

## Faculty Load

Extra Duties: 0

Faculty Load: 0

## 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

#### CHDVC102 - Introduction to Materials and Curriculum (in-development)

CHDV C200 asks students to apply current theories of curriculum development and developmental theory to the observation and assessment of young children from diverse backgrounds. CHDV C102 is an introductory curriculum course that ensures students have a basic understanding of how to plan, implement, and assess curriculum for young children. Understanding how to assess curriculum is necessary before students will be able to learn how to assess children's development as they engage with curriculum and environments.

#### Outcomes

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

### AND

### Advisory

#### CHDVC104 - Child, Family, and Community (in-development)

CHDV C200 asks students to apply current theories of curriculum development and developmental theory to the observation and assessment of young children from diverse backgrounds. CHDV C104 ensures that students understand the importance of building relationships with families and how all aspects of the field need to be sensitive to children's unique backgrounds, cultures, families, and communities in which they grow and develop. Understanding the developmental context of children is important for being able to assess children's developmental milestones.

#### Objectives

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, school, and the community.
- Compare and contrast diverse family structures, parenting styles, culture, tradition, and values and their impact upon children and youth.
- Develop appropriate strategies to assist families experiencing stress.
- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, and institutions on children and families.
- Analyze diverse practices, patterns, and styles of communication, and demonstrate positive communication strategies that support all families.

#### Outcomes

- Analyze theories of socialization that address the interrelationship of child, family, and community.
- Describe effective strategies that empower families and encourage family involvement in children's development.

### AND

### Advisory

#### CHDVC125 - Diversity in Education (in-development)

CHDV C200 asks students to apply current theories of curriculum development and developmental theory to the observation and assessment of young children from diverse backgrounds. CHDV C125 ensures that students understand the importance of building relationships with families and how all aspects of the field need to be sensitive to children's unique backgrounds, cultures, families, and communities in which they grow and

develop. Understanding the diverse backgrounds, unique cultures, and other influences on development are important for being able to assess children's developmental milestones.

#### **Objectives**

- Explore the influences of stereotypes and bigotry.
- Evaluate the relationship between one's own experiences and the development of personal bias.
- Identify the influences on the development of social identity.
- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.
- Evaluate strategies used to build collaborative relationships with families related to issues of diversity.

#### **Outcomes**

- Examine the impact of various societal influences on the development of children's social identity.
- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

**AND**

### **Advisory**

#### **CHDVC106 - Child Growth and Development (in-development)**

CHDV C200 asks students to apply current theories of curriculum development and developmental theory to the observation and assessment of young children from diverse backgrounds. CHDV C106 ensures that students understand the developmental domains and theories from conception through adolescence. A general awareness of how children grow, learn, and develop is necessary before being able to assess children's developmental milestones.

#### **Outcomes**

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Identify and compare major theoretical frameworks related to the study of human development.
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development.

**AND**

### **Advisory**

#### **LIBRC100 - Introduction to Library Research and Bibliography**

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science, students must use APA format in their writing. LIBR C100 skills ensures the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

#### **Outcomes**

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

**AND**

### **Advisory**

#### **ENGLC101 - Freshman Composition**

In CHDV C200 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C200 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. ENGL C101 ensures that students are able to compose a formal research paper from multiple sources including finding, evaluating, organizing, and synthesizing college-level reading materials and to construct a detailed outline and annotated bibliography that projects the structure of the research paper and reflects the extent of their literature search and the relevance of the sources chosen. ENGL C101 prepares students to use the corrected proof of their outline to draft a research paper that is properly formatted and written in clear, grammatically correct prose.

#### **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.

- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entrance Skills

Entrance Skills	Description
No value	No value

## Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

## Specifications

### Methods of Instruction

Methods of Instruction	Discussion
Rationale	Students participate in weekly discussions related to authentic observation and assessment strategies.
Methods of Instruction	Informational Interviews
Rationale	Students interview a teacher to gain perspectives into the teacher's role in observing, documenting, and assessing development, and identify strategies for sharing with families.
Methods of Instruction	Case Study
Rationale	Students observe and analyze children at play applying theory and development.
Methods of Instruction	Lecture
Rationale	The instructor includes a variety of lecture materials, outside readings, and videos.

**Methods of Instruction**

Project-based learning

**Rationale**

Students complete a project in which they organize a child portfolio as evidence of systematic observations using a variety of data collection methods to document growth, play, and learning.

**Assignments**

Reading assignments, handouts and text readings that expand and enhance lecture topics. For example: NAEYC article - DAP: Observing, Documenting, and Assessing Children's Development and Learning.

Writing assignments that relate observations in child development to current theory. For example: the role of assessment in curriculum planning.

Reading reflections. For example: reflect on your experiences observing children for assessment purposes.

Observation of children in a group setting. For example: plan, execute, and interpret an assessment of young children between the ages of 3 and 5 years old.

Exams related to course subject matter.

**Methods of Evaluation**

**Rationale**

Project

Case study: Students will choose one child to observe over a period of time. Several methods of observation will be used, culminating in an authentic assessment, demonstrating the child's development.

Tests

Exams related to course subject matter. For example: 1) Describe authentic assessment and why it is important in the early years. 2) One of the advantages of using an anecdotal record as a recording method is \_\_\_?

Other

Observation journal (Conduct 3 observations of development. Use a different category of development for each observation. Use a different type of observation for each, selected from anecdotal records, running records, time sampling, and event sampling. ) and ECERS-r.

Distance Education Description: how outcomes are evaluated

The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

**Equipment**

No Value

**Textbooks**

**Author**

**Title**

**Publisher**

**Date**

**ISBN**

Peterson, G. and Elam, E.

Observation and Assessment in Early Childhood Education (OER)

Libretext

Jan 4, 2021

2818440012945

**Other Instructional Materials**

**Description**

Links to publications such as Learning Foundations and Curriculum Frameworks. Author: California Department of Education

<b>Author</b>	No value
<b>Citation</b>	No value
<b>Materials Fee</b>	
No	

<b>Learning Outcomes and Objectives</b>	
<b>Course Objectives</b>	
Compare and contrast various observation and assessment tools according to their purpose and validity.	
Identify logistical challenges, biases, and preconceptions about observing and assessing children.	
Apply basic formative and summative assessment techniques.	
Apply knowledge of development to interpret observations and assessments.	
Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.	
Explain how observation and assessment are used to plan for and adjust learning experiences so that children continue to be actively engaged in their learning.	
Describe legal and ethical responsibilities in relation to observation, assessment, documentation, and record keeping.	
<b>CSLOs</b>	
<b>Name</b>	<b>Expected SLO Performance</b>
Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.	70.0
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.	70.0
Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.	70.0



## Outline

### Course Outline

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
2. Tools of Observation and Assessment
  - a. Purpose and use
  - b. Current and historic
  - c. State and national tools e.g., Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS)
  - d. State tools e.g., Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems.
3. Observation and Reporting
  - a. Formal and informal
  - b. Legal and ethical responsibilities
  - c. Confidentiality
  - d. Data collection methods such as:
    - i. Direct observation
    - ii. Time and event samples
    - iii. Interviews
    - iv. Questionnaires
    - v. Rating scales
  - e. Reporting methods such as:
    - i. Anecdotal records
    - ii. Running records
    - iii. Checklists
  - f. Subjective and objective reporting
  - g. Qualitative and quantitative
  - h. Documentation
    - i. Types
    - ii. Purposes
4. Impact of Situational Factors in the Process of Observation and Assessment
  - a. Factors outside of the school setting
  - b. Demographics, cultural background, and perspectives of the children and families
  - c. Observers' cultural perspectives, expectations, and personal bias
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. Environmental design needs
    - v. 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
7. Collaboration with Families and Professionals
  - a. Use of assessment data
  - b. Promoting family involvement
  - c. Referral processes
  - d. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
  - e. Recordkeeping
  - f. Rights of children and families

## Delivery Methods

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.**

All assignments in distance education courses (online, hybrid and iTV) of this course are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in licensed or license-exempt programs in their community.

Instructor-student contact may occur through announcements, discussions, and feedback to student submissions, including assignments. Student -student contact will primarily occur through discussions, but may also include group work, and open forums (i.e. Q&A).

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- E-mail

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508 (tel:877-382-3508). Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

- iTV—Interactive Video only
- Learning management system

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours