

Child Development 114

Observing and Assessing Young Children

3 units; 3 hours lecture

Prerequisite: Child Development 103 with a minimum grade of C or Concurrent Enrollment

*Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment
Degree applicable Transfer CSU*

In this course, students will examine the appropriate use of assessment and observational strategies for young children and document development, growth, play, and learning in order to work with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods will be explored. Students will analyze, through observation and research, common behavioral issues and the possible underlying influences on behavior. The role of the teacher in promoting an environment which fosters appropriate behavior will be examined. Students will be required to conduct observations in local school programs.

Course Objectives:

1. Compare and contrast the various stages of child development from birth to age twelve in physical, cognitive, and social-emotional development.
 - Term or other papers
2. Select and utilize the appropriate observation and documentation tools and strategies, such as anecdotal records, running accounts, time sampling, event sampling, and current trends in observation and assessment to identify patterns, trends and anomalies in individuals and groups of children and to establish appropriate expectations.
 - Presentation
3. Develop and embed activities related to assessment within play-based environments, curriculum, and care routines for typically and atypically developing children.
 - Term or other papers
4. Analyze the possible underlying source/s of challenging behavior.
 - Essay exams
5. Examine and assess the effects of various social factors and sensitive topics such as child abuse, illness or death in the family, birth of a sibling, divorce, or exposure to violence, foster care, and special needs on the behavior of children.
 - Presentation
6. Demonstrate and apply knowledge of developmental domains when assessing and working with children with differences, delays, and disorders.
 - Presentation
7. Select and demonstrate effective individualized strategies that help children develop emotional and self-regulation.
 - Term or other papers
8. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
 - Essay exams
9. Design and implement environments which foster pro-social behavior and lead to positive experiences for children.
 - Presentation
10. Define cultural diversity and establish guidelines for culturally aware and culturally sensitive practices.
 - Term or other papers
11. Analyze the characteristics of supportive relationships between children and adults as the foundation for pro-social behavior.

- Presentation
12. Utilize a variety of research-based positive guidance techniques.
 - Presentation
 13. Examine and analyze personal biases and values that may interfere with working with children.
 - Term or other papers
 14. Use appropriate, effective communication techniques when working with families and articulate the value of involving them and other professionals in the observation and assessment process for all children.
 - Essay exams
 15. Research and select appropriate public and private agencies and community resources that serve the various needs of children and families.
 - Term or other papers
 16. Use observation tools to identify patterns, trends, and anomalies in individuals and groups of children.
 - Term or other papers
 17. Use observation tools to identify quality in play-based environments, curriculum, and care routines.
 - Term or other papers
 18. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality, related to assessment in early childhood settings.
 - Term or other papers

Student Learning Outcomes (SLO):

1. Assessment Tools

Utilize the California State Department of Education assessment tool (Desired Results) to evaluate all children's developmental, cultural, and linguistic characteristics.

2. Observation Methods

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.

3. Interpretation and Implementation of Assessments

Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

Student Rights and Grievances Procedure 5530

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>