

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**CHILD DEVELOPMENT 132 – OBSERVATION AND ASSESSMENT: FIELD EXPERIENCE SEMINAR**

3 hours lecture, 3 units

**Catalog Description**

Seminar for students participating in field experience as student teachers in early childhood education programs. Students will develop skills in observation, authentic assessment and portfolio development for children, and positive communication and guidance skills for working with children and families. These skills will be implemented in CD 133 or 170. Reexamines professional ethics, responsibilities, and expectations of the work force, and explores strategies for job search.

**Prerequisite**

“C” grade or higher or “Pass” in CD 106, 123, 125, 126, 127, 128, 129, 131 and 130 or 143 or equivalent

**Corequisite**

CD 133 or 170

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Theories of child development and developmentally appropriate curriculum practices for early childhood education.
- 2) Resources and lesson plans for a wide range of curriculum activities including art, music and movement, language and literature, math and science.
- 3) Techniques and theories for effective classroom management and guidance of young children.
- 4) Family and cultural differences and communication techniques.
- 5) Community resources.

**Course Content**

- 1) Legal and ethical responsibilities, including confidentiality, related to assessment in early childhood settings
- 2) Standards and theories of assessment, child behavior, positive guidance and classroom management
- 3) Logistical challenges and context of assessment including the social context for teachers and children
- 4) Use of authentic assessment tools in the creation of appropriate environments and curriculum
- 5) Use of observation and assessment in identifying differences in developmental skills, early intervention and support of inclusive teaching strategies
- 6) Observation as an ongoing process
- 7) Techniques for documentation and portfolio assessment
- 8) Inclusive strategies for home and school communication with diverse families and appropriate community supports
- 9) Positive guidance strategies
- 10) Professional ethics, responsibilities and expectations of the work force
- 11) Job search strategies

**Course Objectives**

Students will be able to:

- 1) Examine and apply the legal and ethical responsibilities and implications, including confidentiality, to assessment in early childhood settings.
- 2) Appraise and analyze the purpose, value, and use of formal and informal observation and assessment strategies and the ethical implications within cultural and social contexts in early childhood settings.
- 3) Evaluate theories and position statements regarding assessment, child behavior, positive guidance, and classroom management.
- 4) Evaluate the logistical challenges and context of assessment including the social context for teachers and children, i.e., children's health, language, cultural match, support for teacher, and choice of assessment tools.
- 5) Collect data on children and programs using authentic assessment tools in order to implement care routines, curriculum and environmental changes and activities within play-based environments for typically and atypically developing children.
- 6) 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.
- 7) Design strategies for collaborating with families and other professionals in compiling a comprehensive assessment of the child and informing the development of appropriate curriculum and intervention responses.
- 8) Create documentation which communicates how children learn in all domains.
- 9) Develop strategies for home and school communication with diverse families.
- 10) Formulate positive guidance strategies applicable to individual and group situations with children based on observation, developmental research and theory.
- 11) Examine and apply professional ethics, responsibilities and expectations of the work force and job search strategies.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written observations of a preschool child which require students to select and implement authentic assessment tools and techniques.
- 2) Written activities and projects that require students to develop strategies for home-school communication, design curriculum and lesson plans, and evaluate and apply theories of child behavior, child guidance, and classroom management to specific children and groups of children.
- 3) Class participation and demonstrations that measure students' ability to effectively take part in a simulated job interview, construct a resume and professional portfolio, and identify specific ways to be professionally involved in the field of early childhood education.
- 4) Written exams that measure students' ability to describe inclusive positive guidance strategies applicable to individual and group situations with children from infancy through school age based on developmental research and theory.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

Smart classroom

**Method of Instruction**

- 1) Lecture and discussion
- 2) Directed small group activities and discussions

- 3) Demonstration and role playing
- 4) Consultation with instructor

### **Out-of-Class Assignments**

- 1) Collection, organization, and analysis of observational data
- 2) Written papers
- 3) Reading assignments from text and other pertinent sources
- 4) Individual and group projects

### **Texts and References**

- 1) Required (representative examples):
  - a. Stacey, *The Unscripted Classroom: Emergent Curriculum in Action*. Redleaf Press, 2011.
  - b. Stephanie Feeney and Nancy K. Freeman, *Ethics and the Early Childhood Educator: Using the NAEYC Code, 3rd edition*. National Association for the Education of Young Children, 2018.
- 2) Supplemental: None

### **Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Awareness of the meaning of children's behaviors and factors involved in understanding and influencing behavior.
- 2) Formulate guidance techniques applicable to individual and group situations in programs for young children.
- 3) Use of authentic assessment tools in the creation of appropriate environments and curriculum.
- 4) Use of observation and assessment in identifying differences in developmental skills, early intervention, and support of inclusive teaching strategies.
- 5) Techniques for documentation and portfolio assessment.
- 6) Inclusive strategies for home and school communication with diverse families and appropriate community support.
- 7) Professional ethics, responsibilities and expectations of the work force.
- 8) Job search strategies.

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Apply the skills in observation formats and techniques, authentic assessment, and portfolio development to specific children and situations.
- 2) Discuss and model positive communication and guidance skills for working with children and families.
- 3) Create and evaluate a personal professional portfolio to be used for both employment applications and professional growth documentation.