

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 204: Early Childhood Observation

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD
2017
FALL 2018**

- A. **TITLE:** Early Childhood Observation
- B. **COURSE NUMBER:** ECHD 204
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Spring
- G. **COURSE DESCRIPTION:**
 This course examines the importance of observation, assessment, and documentation of young children’s development from birth to age five. Students will be introduced to and apply various forms of assessment methods, and understand the value of such assessments as a tool for informing teaching practices, and developing appropriate curriculum goals to ensure optimal growth and learning for young children. Co-requisite: ECHD 201: Student Teaching Field Experiences. ECHD majors only.
- H. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): ECHD 101; ECHD 125; ECHD 131; ECHD 250; PSYC 220
 b. Co-requisite(s): ECHD 201
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, the student will be able to:

Student Learning Outcome [SLO]	PSLO	GER	ISLO
a. Define and compare various forms of assessment methods used in the early childhood classroom for children from birth to age five.	[4] Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the young child.	N/A	1-Communication [W] Written
b. Demonstrate an understanding of the goals, benefits, and use of assessment and observation in curriculum and program planning to meet the needs of children birth to age five.	[4] Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the young child.		2-Critical Thinking [CA] Critical Analysis
c. Demonstrate an understanding of the goals, benefits, and use of assessment, observation, and documentation to support the development of the young child ages birth to five.	[4] Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the young child.		2-Critical Thinking [CA] Critical Analysis
d. Apply, engage, and interpret forms of assessment by observing and recording children ages birth – five in	[2] Identify, create and implement developmentally appropriate learning activities related to Head Start Early		2-Critical Thinking [IA]

various activities in early care and education settings.	Learning Outcome Frameworks, Birth – 5 years [HSELOF, 2015].		Inquiry and Analysis
e. Demonstrate and explain the value of ongoing assessment as a tool for continuous improvement for supporting teaching, children, and families.	[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.		1-Communication [O] Oral

J. APPLIED LEARNING COMPONENT: Yes

- Classroom/Lab
- Practicum

K. TEXTS:

Nilsen, B.A. (2014). *Week by week: Plans for documenting children's development*. Belmont, CA: Wadsworth Cengage

L. REFERENCES:

Elliot, B. (2002). *Measuring performance: The early childhood educator in practice*. Albany, NY: Delmar Cengage

Ensher, G.L., Bobish, T.P., Gardenr, E.F., et al. (2007). *Partners in play: Assessing infants and toddlers in natural contexts*. Delmar Cengage

Gober, S. Y. (2002). *Six simple ways to assess young children*. Albany, NY: Delmar Thomson Learning

McAfee, O., Leong, D.J., Bodrova, E. (2004). *Basics of assessment: A primer for early childhood educators*. Washington, DC: NAEYC

Shores, E. F., Grace, C. (1998). *The portfolio book: A step-by-step guide for teachers*. Beltsville, MD: Gryphon House

Trister, D.D., Colker, L.J., Heroman, C. (2001). *A teacher's guide to using the creative curriculum developmental continuum assessment system*. Washington DC: Teaching Strategies Inc.

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS

- Quiz / Exams
- Observation and Assessment Reports
- Journal / Professional Reflections
- Case Study
- Participation

P. DETAILED COURSE OUTLINE:

- I. What is Assessment
- A. Definition
 - B. Purpose
 - C. Process
 - D. Observation

- E. Documentation
- F. Outcome

II. Why Assess? Assessment Goals

- A. Monitor children's development and learning
- B. Guide planning and decision making
- C. Identify needs
- D. Evaluate teaching methods / strategies
- E. Evaluate curriculum
- F. Evaluate program

III. Assessment Tools

- A. Qualitative, Quantitative, Criterion-Referenced
- B. Informal and Formal Observation: Participant and Non-Participant
- C. Anecdotal Notes
- D. Portfolio: Content and Purpose
- E. Developmental Checklists: Utilizing to Inform Progress/Planning
- F. Performance-Based [authentic]
- G. Work Samples
- H. Class List Logs

IV. Why Observe?

- A. Identify and Understand Learning Styles and Teaching Strategies
- B. Appropriate Curriculum Planning
- C. Extending Children's Learning
- D. Communication [child / parent]
- E. Guidance
- F. Measure Progress
- G. Assessment
- H. Evaluation
- I. Referral
- J. Self-Reflection of Teaching Methods
- K. Accountability
- L. Ensure Safety / Physical Health
- M. Inform / Identify School Readiness

V. Developmental Milestones – Infants, 0 – 12 Months

- A. Physical / Motor Growth
- B. Social / Personal Development
- C. Cognitive Development
- D. Language Development
- E. Emotional Development

VI. Developmental Milestones – Toddlers, 12 – 24 Months

- A. Physical / Motor Growth
- B. Social / Personal Development
- C. Cognitive Development
- D. Language / Speech Development
- E. Emotional Development

VII. Developmental Milestones – Toddlers, 24 – 36 Months

- A. Physical / Motor Growth
- B. Social / Personal Development / Social Play
- C. Cognitive Development
- D. Language / Speech Development
- E. Emotional Development

VIII. Developmental Milestones – 3 year-olds

- A. Physical / Motor Growth
- B. Social / Personal / Self Care Skill Development
- C. Cognitive Development / Attention Span
- D. Language Development/ Speech / Communication /
Early Literacy Development
- E. Emotional Development / Self-Regulation / Self Concept /
Empathy Development

IX. Developmental Milestones – 4 year-olds

- A. Physical / Motor Growth
- B. Social / Personal / Independence Development
- C. Cognitive Development
- D. Language / Speech / Communication / Early Literacy Development
- E. Emotional / Self-Regulation / Self Concept / Empathy Development

X. Developmental Milestones –5 year-olds

- A. Physical / Motor Growth
- B. Social / Personal / Independence / Peer Relationships Development
- C. Cognitive Development / School Readiness
- D. Language / Speech/ Literacy / Early Writing Development
- E. Emotional Development/ Self-Regulation / Self Concept /
Empathy Development

XI. Methods

- A. Parent Interviews
- B. Value of Play-Based Observation
- B. Drawing / Writing Samples
- C. Photographs / audio/ Video Recording
- D. Frequency Counts
- D. Time Samples
- E. Progress Reports
- F. Confidentiality
- G. Accuracy, Objectivity, Labeling
- H. Intended Purposes, Sharing Information with Family