

**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 2021**

- 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:

<b>PLO 3: Evaluate and demonstrate methods of developmental assessments pertaining to the growth stages and well-being of the child; including the physical, social, emotional, cognitive, and language development of the young child.</b>		
<b>Student Learning Outcome [SLO]</b>	<b>PLO</b>	<b>ISLO &amp; Subsets</b>
a. Define and compare various forms of assessment methods used in the early childhood classroom for children from birth to age five.	3	1 - Communication Written
b. 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.	3	1 Written
c. Apply, engage, and interpret forms of assessment by observing and recording children ages birth – five in various activities in early care and education settings.	3	1 Written
d. Demonstrate and explain the value of ongoing assessment as a tool for continuous improvement for supporting teaching, children, and families.	3	1 Written

- J. **APPLIED LEARNING COMPONENT:** Yes  
 Classroom/Lab  
 Practicum
- K. **TEXTS:**  
 McAfee, O., Leong, D.J., Bodrova, E. (2004). *Basics of assessment: A primer for early childhood educators*. Washington, DC: NAEYC  
 Peterson, G., & Elam, E. (n.d.). *Observation and Assessment in Early Childhood Education*. Creative Commons.

**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
- 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. Observation and Documentation
  - a. Why Observe?
  - b. Becoming a Skilled Observer
  - c. The Role of Documentation
  - d. Objective versus Subjective
  - e. Observation Evidence
  - f. Recognizing your Biases
  - g. Ethical Practices when Observing Children
  - h. Observation Do's and Don'ts
  
- II. Quality Counts
  - a. Closing the Achievement Gap
  - b. Standard Industry Practices vs High Quality Practices
  - c. Process Quality and Structural Quality
  - d. The Role of the Teacher
  - e. Measuring High Quality
    - i. Environmental Rating Scales
    - ii. Classroom Assessment Scoring System CLASS
  
- III. Gathering Evidence
  - a. Baseline Data
  - b. Understanding the Child
  - c. Observation Methods, Tools and Techniques
    - i. Running Records
    - ii. Frequency Counts
    - iii. Checklists

- iv. Anecdotal Records
- v. Work Samples
- vi. Learning Stories
- vii. Technology

IV. What is Assessment

- a. Definition
- b. Purpose of Monitoring, Screening and Evaluating
- c. Process of Monitoring, Screening and Evaluating
- d. Practice of Monitoring, Screening and Evaluating
- e. Children with Special Needs

V. Observation and Documentation to Develop Curriculum

- a. Observation
- b. Documentation
- c. Interpretation - Analyze Data
- d. Reflection – Planning for Next Steps
- e. Implementation

IV. Documentation and Assessment to Communicate with Families

- a. Intended Purposes, Sharing Information with Family
- b. Conferences
- c. Documentation Boards
- d. Portfolios