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

MASTER SYLLABUS

ECHD 204: Early Childhood Observation

Created By: Maureen P. Maiocco, Ed.D.
Updated By: Christina Martin, MST
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.

H. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): ECHD 101; ECHD 125; ECHD 131; ECHD 250
   b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**
   By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcome [SLO]</strong></td>
</tr>
<tr>
<td>a. Define and compare various forms of assessment methods used in the early childhood classroom for children from birth to age five.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>c. Apply, engage, and interpret forms of assessment by observing and recording children ages birth – five in various activities in early childhood programs / settings.</td>
</tr>
<tr>
<td>d. Demonstrate and explain the value of ongoing assessment as a tool for continuous improvement for supporting teaching, children, and families.</td>
</tr>
</tbody>
</table>

J. **APPLIED LEARNING COMPONENT:** Yes
   Classroom/Lab

K. **TEXTS:**


childhood educators. Washington, DC: NAEYC

L. REFERENCES:

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
   c. Process Quality and Structural Quality
   d. The Role or 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