

## LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

### **SPECIAL NOTE:**

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

### **TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):**

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

**COURSE NUMBER:** EDUC 131

**COURSE TITLE:** OBSERVATION AND ASSESSMENT  
IN EARLY CHILDHOOD SETTINGS

**SEMESTER CREDIT HOURS:** 4

**DEPARTMENT:** Education

**DIVISION:** Career Technical Education

**PREREQUISITES:** EDUC 110 Child Development

**REVISION DATE:** 5/2014

### **COURSE DESCRIPTION:**

This course provides a framework to introduce assessment of children in early childhood settings through observation of children at play using understandings about children to inform planning. Anecdotal records, rating systems, and multiple assessment strategies are explored. The course focuses on the appropriate use of assessment strategies to document growth, play, and learning to join with families in promoting children's success. Students will analyze goals through observation, documentation, and various forms of assessments that are central to the practice of all early childhood professionals. Students will also implement individual goals, applying a systematic process ethically, in partnership with families and professionals, to positively influence the development of every child. Students will observe children in their natural environment(s). This course incorporates the standards and objectives that are set forth by the NAYEC and Core Competencies for Early Childhood and Youth Development (Kansas and Missouri) intended for anyone interested in education, early childhood, or child care providers.

## **COURSE OUTCOMES AND COMPETENCIES:**

**Students who successfully complete this course will be able to:**

1. Distinguish ethical implications in early childhood settings with consideration for cultural and social contexts.

- Maintain confidentiality regarding observation and assessment information.
- Determine logistical challenges, biases and preconceptions when assessing children.
- Practice legal and ethical responsibilities related to assessment in early childhood settings.

2. Establish systematic observation methods to provide data to assess the impact of learning settings, interactions, and curriculum on children's development and learning.

- Assess children and youth using appropriate services and resources, including technology.
- Collect and organize information while following appropriate procedures for observation, assessment, and referrals.
- Analyze observation and assessments records to identify patterns, trends and conclusions about individuals and groups of children.

3. Outline observation assessment findings to drive curriculum and environmental changes that will support children's social, emotional, cognitive, and physical growth.

- Utilize documentation to support the construction of knowledge within the context of play.
- Utilize ongoing observations and assessments to create stimulating environments within daily routines to recognize development.
- Choose activities related to assessment within play-based learning environments, curriculum and care routines.

4. In partnership with families, and other professionals, interpret observational data to inform teaching responses and strategies.

- Demonstrate an understanding of the value of involving families in the observation and assessment process.
- Engage in ongoing assessment of individual growth, development, and learning, applying this knowledge to practice.
- Recommend appropriate referrals based on observation, documentation, and assessment.

5. Critically compare the purpose, value, and use of formal and informal observation and assessment.

- Explain the purposes, benefits, and uses of informal and formal assessments.
- Evaluate and apply current theory, resources, and research.
- Articulate policy promoting observation and assessment.