COMMON COURSE OUTLINE: Course discipline/number/title: CYFS 1320 Observing and Assessing

A. CATALOG DESCRIPTION
1. Credits: 3 (2 lecture/ 1 lab)
2. Hours/Week: 3 hours and 20 minutes /week
3. Prerequisites (Course discipline/number): CD 1210 or instructor permission
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course examines the appropriate use of assessment and observation strategies to document development, growth, and learning in order to promote children the success of children and youth and maintain a quality program. Recording strategies, rating systems, portfolios, and multiple assessment methods will be explored.

B. DATE LAST REVISED (Month, year): new course: March, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
1. National and state standards for learning and assessment
2. Legal and ethical responsibilities
3. Effect of culture, language, health, and environment on assessment
4. Procedures of observation
5. Various methods of documenting and recordkeeping
6. Applying child development theory to observing and assessing
7. Identifying differences in development and skills
8. Observation as a tool to create appropriate environments
9. Observation as a key element in the teaching and learning cycle
10. Observation as a strategy to support teaching strategies
11. Portfolio collection to document learning
12. Collaborating and sharing assessment information with families and others
13. The role of assessment in early intervention

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Analyze position statements of professional organizations regarding assessment.
2. Identify challenges to observing and assessment.
3. Identify common biases and preconceptions that impact observing and assessment.
4. Recognize that each child develops at his/her own rate.
5. Demonstrate and apply knowledge of developmental domains.
6. Identifies patterns of development, behavior, and learning style.
7. Identifies influence of environment, culture, linguistic difference, and learning style on assessment.
8. Use observation tools to identify patterns, trends, and anomalies in individuals and groups of children.
9. Use observation tools to identify quality in play-based environments, curriculum, and care routines.
10. Collect s and organizes information about a child’s development.
11. Recognize signs of emotional distress, child abuse, and neglect.
12. Identify various ways to get to know each child as an individual.
13. Communicates assessment results to families.
14. Demonstrates confidentiality and maintains date privacy.
15. Develops goals, environment, strategies, and learning experiences based on individual assessment.
16. Identifies member of assessment and health care teams.
17. Describes the limits of formal and informal screening and assessment.
18. Describes how to work with families and team members to assess developmental strengths and needs.
19. Plans for non-verbal demonstration of skills with preverbal or English language learners.
20. Describes the process for initiating referrals for children with health and developmental concerns.
22. Recognizes the importance of evaluation to program quality and effectiveness.

E. LEARNING OUTCOMES (MNTC): NA
F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Written exams
2. Student demonstration of observing and recording development
3. Evaluation of students' interpretations, reflection, and learning prescriptions
4. Student demonstrations of documenting children's learning

G. RCTC CORE OUTCOME(S) ADDRESSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any):
Students will complete 32 hours of observing children in the community. Content goals are aligned with level 1 and 2 of the Minnesota Core Competencies for Early Childhood Education and Care Practitioners and the Minnesota Paraprofessional Core Competencies.