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## SECTION HEADING

### EDUC 1290: Observation and Assessment

#### Description

Observation and Assessment focuses on the implementation of observation and assessment strategies to document children's development, growth, play and learning, and to plan and individualize curriculum and teaching practices. Students will learn professional communication strategies and how to collaborate with families and professionals to promote children's successes. Students will explore recording strategies, rating systems, multiple assessment tools, and portfolios. Focus is on increasing objectivity in observing and interpreting children's behavior, using assessment ethically, observing developmental characteristics, and increasing the awareness of patterns of children's behavior. Students will have a 15 hour lab/observation requirement with this course.

#### Credits

3

#### Prerequisite

EDUC 1200 and EDUC 1265

#### Topics to be Covered

1. Observation techniques and tools
2. Assessment techniques and tools
3. Self-assessments for children
4. Learning and curriculum decisions
5. Learning domains
6. Reflective practice and analysis
7. Formative evaluation
8. Summative evaluation
9. Program quality
10. Ethical considerations
11. Communication strategies
12. Collaborative Approaches

#### Learning Outcomes

1. Detail ethical approaches in observation and assessment
2. Define how development influences learning and instructional decisions.
3. Engage children in self-assessment
4. Utilize assessment results to identify needs and learning styles
5. Plan appropriate programs, environments, and interactions based on observations and assessments.
6. Identify how domain development may impact other areas of development.
7. Use classroom observation, information about students and families, and research as sources for evaluating the outcomes and as basis for reflecting on and modifying approach.
8. Use formative and summative evaluation instruments to enhance and maintain comprehensive program quality.
9. Utilize a variety of observation and assessment tools to objectively observe the development of children.
10. Engage learnings from observation and assessment tools to plan appropriate programs, environments, and interactions.

#### Credit Details

Lecture: 3

Lab: 0

OJT: 0

### **Transfer Pathway Competencies**

1. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand: observing, recording, and assessing young children's development and learning and engage children in self-assessment using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions; and developing and using formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community. (TECE 3.K.1, 3.K.4, 3.K.5)

2. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must: understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions; (SEP 2.B) understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others; (SEP 2.C)

3. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice; (SEP 9.H)