

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____
2. Date submitted: _____
3. Date approved: _____ Date revised 3/24/25
4. Department/discipline: Early Childhood Development
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Observation and Assessment
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: CDEV 8. Course Level: 1252
9. Number of Credits: Lecture 2 Lab 1
10. Control Number (on site) 24 Control Number (online) _____

11. Catalog/Course description:

This course provides an overview of observation methods used in home or center-based settings. Students will integrate knowledge of developmental needs, developmentally appropriate environments, effective caregiving, teaching strategies and observation methods. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting.

- 12. Course prerequisite(s) or co-requisite(s):** Accuplacer scores/ Other courses
Prerequisite(s): None
Co-requisite:

- 13. Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Week by Week Plans for Observing and Recording Young Children 2E. Barbara A. Nilsen. Thomson Delmar Learning, 2001.

Jablon, Dombro, Dichtelmiller. The Power of Observation. Teaching Strategies, Inc. 1999.

Students are required to observe/participate in group early child care/education settings and will determine the various observation tools used by the program.

14. Course Content (Provide an outline of major topics covered in course)

1. Developmental assessment and observation tools
2. Time sampling, frequency observation and recording tools
3. Running record observation and recording tools
4. Anecdotal observation and recording

5. Event observation and recording tool
6. Checklist observation and recording tools
7. Rating scale observation and recording tools
8. Conversations or interviews observation and recording tools
9. Cognitive task experiments observation and recording tools
10. Rating scales observation and recording tools
11. Work sampling observation and recording tools
12. Technology as a tool for documentation of observation and recording
13. Program assessment observation and recording tools
14. Portfolios as observation and recording documentation
15. Class list logs as observation and recording tools
16. Child abuse reporting methods

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Use the Early Childhood Indicators of Progress (ECIP) to design developmentally appropriate activities for young children.	A	6
2. Systematically observe, record, and assess young children's development and learning using a variety of informal and formal methods.	C	
3. Create and implement individualized learning plans that cater to the unique needs, interests, and learning styles of each child.	C	7
4. Engage children in self-assessment practices, helping them to reflect on	B	

their learning, set goals, and take an active role in their educational journey.		
5. Assess and optimize classroom environments to ensure they are supportive, inclusive, and conducive to the holistic development of all children.	C	2
6. Develop and apply formative and summative evaluation instruments to monitor and enhance the effectiveness of educational programs and teaching practices.	B	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____Yes_____No

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)

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