A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 1
Lab Hours/Week: 4
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course focuses on the appropriate use of authentic observation and assessment strategies to document child development, growth, play, and learning, in order to plan and individualize curriculum and teaching practices, and to join with families and professionals in promoting child success. Students will explore recording strategies, rating systems, multiple assessment tools, and portfolios. Course emphasis is on increasing objectivity in observing and interpreting children's behavior, using assessment ethically, observing developmental characteristics, and increasing the awareness of patterns of child behavior.

NOTE: This course requires a MN DHS criminal background study including fingerprints.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Define ethical considerations in authentic observation and assessment.
2. Describe the way development influences learning and instructional decisions.
3. Utilize a variety of observation and assessment tools to objectively observe the development of children.
4. Identify individual variation within developmental domains and how development in any one domain may affect performance in others.
5. Apply a variety of observation and assessment tools using results to identify needs and learning styles and to plan appropriate programs, environments, and interactions.
6. Use formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.
7. Use classroom observation, information about students and families, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
D. LEARNING OUTCOMES (General)

1. This course includes demonstration of knowledge and skills related to the following standards for Teachers of Early Childhood Education (8710.3000) and Standards of Effective Practice (8710.2000)
   1. (3.K.) 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:
      (1) observing, recording, and assessing young children's development and learning and engage children in self-assessment;
      2. (LO #1 con't)
         (3) using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions; and
         (4) 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.3, 3.K.4)
   2. (LO #2 con't)
      (B) 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)
   3. (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:
      (B) 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)
   4. (LO #2 con't)
      (C) 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)
   5. (9) 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:
      (H) 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)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted