



COURSE OUTLINE

DIVISION: Humanities, Fine Arts, Social Sciences

COURSE: ECE 2207 – Observation and Assessment

Effective Date: August 2025

Submitted Date: October 2024

Credit Hours: 3

IAI Number (if applicable):NA

Complete all that apply or mark “None” where appropriate:

Prerequisite(s): ECE 1000 – Introduction to Early Childhood Education

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Practicum **0 Contact Hours** (2-4 contact = 1 credit hour)
 Internship **0 Contact Hours** (5-10 contact = 1 credit hour)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION:

This course is designed to demonstrate to the student how to do authentic, alternative, classroom-based assessments on young children. It will further provide the student with the knowledge and skills to interpret and use the information gained to plan curriculum that is responsive to and supportive of children’s learning. Students will have the opportunity to engage in assessment processes through classroom observations, providing each student with a stronger understanding of child development skills. Students will take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child’s skills, abilities, interests and needs, birth through age 8. Students will also demonstrate their understanding of the Early Childhood Environment Rating Scale (ECERS) by performing an evaluation in a preschool classroom setting. Students will participate in at least 15 hours of required field experience.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE Competencies.
Students will participate in at least 15 hours of required field experience.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- I. Teacher's Role in Guiding Young Children; Effective Guidance based on Understanding Child Development
- II. Pyramid Model
- III. Theoretical Foundations of Child Guidance
- IV. Supportive Physical Environments
- V. Effective Observation in Guiding Children; Positive Guidance and Discipline Strategies
- VI. Self-esteem and Moral Identity
- VII. Emotional/Social Competence; Resilience and Stress in Young Children
- VIII. Aggression and Bullying; Minimizing Challenging Behavior
- IX. Guiding Children during Routines and Transitions
- X. Decision-Making Model of Child Guidance

INSTRUCTIONAL METHODS:

Lecture
Discussion on weekly assignments
Video/video clip reviews
Observations
Guest lecturers/presenters

EVALUATION OF STUDENT ACHIEVEMENT:

Weekly Assignments
Video Reviews
Observations/Reflection
Personal Reflections
Interviews
Guest Presenter Summary/Reflections

INSTRUCTIONAL MATERIALS:**Textbooks**

Guidance of Young Children. Tenth Edition. Marian Marion 2019.

Resources

Gateways ECE Competencies and Suggested Roles
Illinois DCFS Part 407 Licensing Requirements
Illinois Professional Educator Standards (2024)

Council for Exceptional Child (CEC)/Division of Early Childhood (DEC)
Standards

NAEYC Professional Standards and Competencies for Early Childhood
Educators

NAEYC Code Of Ethical Conduct and Statement of Commitment

Abused and Neglected Child Reporting Act (online training)

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively.
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion.
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally.
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Describe a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children’s development and learning and in informing the instructional process.

IPES	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
A1, A2	OA1	CC8K1, CC8K4	3a, 3b, 3c, 3d

2. Describe culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.

IPES	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
A3, A4, A11	OA2		2c, 3b, 3c, 3d

3. Select and use legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.

IPES	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
A13			

4. Identify the impact and influence of external factors on assessment.

IPES	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
A15	OA4		1a, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e

5. Evaluate and select appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.

IPES	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
A14	OA5	CC10K3, EC8K1	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b

6. Implement and adapt effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.

IPES	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
A13. A14	OA6	CC10K1, CC10K2, EC8K1	1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c