

Virginia Western Community College

CHD 165

Observation and Participation in Early Childhood Settings

Prerequisites

CHD 120, CHD 215, and departmental approval

Course Description

Observes and participates in early childhood settings such as child care centers, pre-schools, Montessori schools or public schools in Kindergarten through 3rd grade levels. Students spend one hour each week in a seminar session in addition to 60 clock hours in the field. May be taken again for credit.

Semester Credits: Lecture Hours: 1 Laboratory: 6 Total: 7 hours per week.

Required Materials

1. Textbook
2. Internet access
3. Canvas

Textbook:

Observing and Understanding Child Development: A Child Study Manual. Ahola and Kovacic, Delmar/Cengage Learning. 2007. ISBN-13: 978-1-418-01536-7

Other Required Materials: *Optional

Week by Week: Planning for Doc Child Development

Course Outcomes

At the completion of this course, the student should be able to:

1. Demonstrate knowledge of the principles and major milestones of children based on the domains of physical/motor, emotional/social, and cognitive/linguistic.
2. Develop an initial understanding of professionalism, ethics and confidentiality in the field of early childhood education/child development.
3. Gain experience in working in an early childhood classroom, further developing a teaching philosophy and self-confidence.
4. Facilitate positive relationships and interactions with children and colleagues, thereby promoting child development in all major areas.
5. Successfully carry out responsibilities in the practicum classroom, i.e., working with supervising teacher and other staff, working directly with young children, etc.
6. Identify the reasons for and value of making ongoing observations of children and programs; identification and documentation of children's interests, strengths, and challenges.
7. Develop an understanding of assessment and evaluation practices, keeping in mind validity, reliability and sensitivity to individual children and development.
8. Use assessment and evaluation practices in natural settings (practicum classroom).
9. Analyze the relationship between child/program observations, child/program assessments, and planning for services and curriculum.
10. Identify ways to share observation and assessment results with families and colleagues while maintaining confidentiality.
11. Conduct him/herself professionally and as a representative of the VWCC Early Childhood Development Program whenever engaged in fieldsite observation and/or participation.
12. Demonstrate emotional and social well-being in interactions with VWCC faculty, fieldsite staff, children and their families.
13. Demonstrate, at the end of the semester, increased skills and knowledge by completing the aforementioned objectives. The opportunity to participate in placement in the second semester will be determined by successful completion of this objective.
14. Articulate how one's biases can affect observation and our expectations of individuals.
15. Define the importance of observing for and following the interests of children when planning learning activities.
16. Learning standards as they relate to observation and assessment; the Virginia Foundation Blocks, the Child Development Milestones, the Virginia Standards of Learning and Core Competencies for Early Childhood Professionals.

Topical Description

1	The Power of Observation in Early Childhood & The Ethics and Process of Observing
2	Observation Tools
	a. Class List Log
	b. Anecdotal Record
	c. Checklist
	d. Running Record
	e. Frequency Count
	f. Time Sample
	g. Rating Scale
	h. ITERS/ECERS
3	Successes and Challenges of Field Placement

Notes to Instructors (portfolio requirements)

1. Students must complete all 8 of the above observation tools
2. Students must also complete 60 hours of observation and participation in an early childhood classroom serving children birth-age 8.