

Live Text and Field Experience: Live Text and portfolio are required in this class. They will be graded by the instructor and if students have been completed in less than a satisfactory manner then no more than a “D” may be earned in the class regardless of the number of points earned.

Teaching Standards Related to ELE 2321:

Illinois Professional Teaching Standards (IPTS): <http://www.isbe.net/profprep/standards.htm>

Illinois Core Technology Standards (ICTS): www.isbe.state.il/profprep/standards.htm

Illinois Core Language Arts Standards (ICLA):

http://www.isbe.net/profprep/CASCD/pdfs/24110_corelangartsstd.pdf

National Association of Education for Young Children Standards (NAEYC):

http://www.naeyc.org/accrreditation/next_era.asp

Outcomes Specific to this Course:

- Identify and describe the major theories of child development
- Describe prenatal development and demonstrate knowledge of major factors that can influence human development including chromosomal and genetic problems
- Describe the development of children from the point of view of a maturationist, cognitivist, humanist, behaviorist, psychoanalyst, and how to use their viewpoints in a school setting
- Demonstrate knowledge of how to promote physical well-being, emotional health, prosocial behaviors, creativity, and language skills in various school settings
- Demonstrate knowledge of observation techniques by submitting written observations of children to be included in a field experience and child study notebook
- Develop an understanding of how children’s friendships and coping behaviors, and how the family influences the development of the child during early childhood
- Demonstrate the ability to collaborate with early childhood education teachers when planning instruction during field experience
- Become knowledgeable about technology, in particular the Internet and to use computer to create and produce class assignments
- Participate in workshops and meetings that encourage the development of professionalism for the purpose of the Professional Development Requirement sheet.

Course Requirements

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes presence, participation and preparation for group and whole class discussions.	IPTS: 1,10,11 ICTS: 2,5,7 ICLA: 1 NAEYC: 5 EC:1A,1B,1B,1C, 2A, 2B, 13A, 13B, 13C,13D Dispositions: PEP, EC, SDE, IWS
Article Reflections	Performance will include reading, reflecting, and preparing for discussions of content related to the child growth and development and current issues related to the children and families.	IPTS: 1,2,3 ICTS: 1,2,3, 5,7 ICLA:1, 2 NAEYC: 1,2,3,4 EC:1A, 1B, 1C,16A,16H, 16I, 17A Dispositions: PEP,EC,SDE
Tests and Examinations	Tests and examinations are one of the forms of assessment of students’ content knowledge about	IPTS: 1,2,3,4,5,6,7,7,8 ICTS: 1,2,3,4,,7,8

	child growth and development.	ICLA: 2,3 NAEYC: 1,2,3,4 EC:1A, 1B, 1C, 8A, 8B,8C, 8D, 8E, 8F, 8G, 8H, 8I Dispositions: PEP, EC, SDE, PTSL
Child Study	Performance includes a study of a child between three and five years of age. The competency of using observational instruments to collect data and report the findings according to the "The Creative Curriculum Goals and Objectives" to determine the developmental level of a child.	IPTS: 1,2, 3,7,8,9,10,11 ICTS: 1,2,4,5,7,8 ICLA:1,2,3 NAEYC: 1,3,5 EC: 1A, 1C, 2A, 2B, 8J, 8K, 8L, 8M, 8N, 8O, 9A, 14A Dispositions: PEP, EC, SDE, PTSL
Field Experience	Performance includes fifteen hours of field experience, teaching two lessons, 10 journal entries, and 5 activity file, to be submitted in the portfolio form or CD.	IPTS: 1, 2,3 ICTS: 1, 2,3,7 ICLA:1,2,3 NAEYC: 1,2,3,4,5 EC:8A, 8B, 8C,8D, 8E, 8F,8G,8I,9E, 10A, 10E,11A,11B,12A,14A,17A,17B,17C Dispositions: PEP, EC, SDE, PTSL, IWS.

Core Assignments

Core Assignments	Brief Description	Approximate Weight
Attendance, Class Participation, and Dispositions	Regular attendance, active class participation, and conform with the dispositions requirement.	10%
Article Reflections	The article must be selected from professional journals and reflect the current issues or topics in the early childhood education. The article must include a summary of the article, discussions, and reflections.	10%
Tests and Examinations	Tests and examination consists of multiple measures, including multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts, and class discussions.	25%
Child Study	An observational study of a child between three and five years of age in the selected area of development. The anecdotal notes and check lists will be used to collect information of the child in the home or preschool setting, interacting with other children, siblings, parents, or other adults. Using "The Creative Curriculum Goals and Objectives," information from the data collection will be	20%

	used to determine the developmental level of the child.	
Field Experience	Fifteen hour observation at the early childhood centers. Required to have two activity plans using Live Text and teach the lessons based on the plans. Teaching will be evaluated by the instructor and cooperating teacher. Students must submit their field experience portfolio which includes the evaluations forms, dispositions form, log sheets, journal entries, activities file, and other artifacts collected from the center.	35%
LiveText Submissions	The purchase of LiveText is required during the semester. Two different documents will need to be submitted through LiveText: 1) the Department Letter of Intent and 2) template for Field Experience I.	Required to pass the course
Test of Academic Proficiency (TAP) Diagnostic Scores or Test of Academic Proficiency (TAP) Scores or ACT test (with writing portion included) composite score of 22 or higher	A hard copy of the test results showing scores from the: Test of Academic Proficiency (TAP) Diagnostic Scores or actual Test of Academic Proficiency (TAP) Scores for the State of Illinois or ACT test (with writing portion included) with a composite score of 22 or higher must be submitted by the due date.	Required to pass the course Additional information that becomes available will be announced in class
Dispositions Rubric	The Dispositions Rubric is to be completed and signed by your field experience teacher. This signed form needs to be turned in by the due date.	Required to pass the course
Field Experience I Rubric	The Field Experience I Rubric is to be completed and signed by your field experience teacher. This signed form needs to be turned in by the due date.	Required to pass the course
Professional Development Requirement	Students will be expected to attend at least one student group meeting during the semester, and have at least 3 hours of involvement with children during the semester. Verification documents will be required.	Required to pass the course

Background/Fingerprint Check	<p>A background check and/or fingerprint check is required for ELE 2321 to observe out in the schools.</p> <p>If prior to July 1, 2012 you had an Illinois State Police Criminal History name based search (EIU Criminal Background Check form), your first background check requirement will be considered met. The Dean's office will notify your ELE 2321 professor of your clearance.</p> <p>If you did <u>not</u> have the Illinois State Police Criminal History name based search done <u>before</u> July 1, 2012, then listed in the area below this table are the dates for spring 13 (info will be announced in class) when the fingerprint check may be completed. Information from the fingerprint check will be forwarded to the Dean's office who will then communicate with the ELE 2321 professor to determine teacher candidates' eligibility to begin observations out in the schools.</p> <p>YOU MAY NOT GO OUT TO ANY SCHOOL FOR AN OBSERVATION UNTIL THE DEAN'S OFFICE HAS YOUR BACKGROUND CHECK/FINGERPRINT CHECK ON FILE, AND YOUR ELE 2321 PROFESSOR HAS RECEIVED NOTIFICATION FROM THE DEAN'S OFFICE INDICATING YOUR ELIGIBILITY TO BEGIN OBSERVATIONS.</p>	Required to pass the course
Detailed instructions and expectations for each assignment will be provided by the individual instructor.		

Note on Background/Fingerprint Check

YOU ARE NOT PERMITTED TO GO OUT TO OBSERVE IN CLASSROOMS FOR ELE 2321 UNTIL DOCUMENTATION FROM THE DEAN'S OFFICE HAS BEEN RECEIVED INDICATING THAT YOU HAVE SUCCESSFULLY PASSED THE BACKGROUND/FINGERPRINT CHECK REQUIREMENT.

A fingerprint technician from Accurate Biometrics is on campus weekly during most of the academic year to meet the fingerprinting needs of EIU teacher education candidates. To make an appointment to be fingerprinted on one of these dates go to the Department of Student Teaching & Clinical Experiences and sign up for a specific time slot. In some cases the technician may be able to take walk in appointments but this practice is not advised.

Fingerprint Dates for Spring 2013: TBA

The current fee for criminal history checks is \$30. Fingerprinting is also available in Charleston at the Coles County Human Service Building, 825, 18th. St. from 9-2 on the 2nd and 4th Thursday of each month.

Course Overview

This course covers five parts of infant and children development; (1) Theory and Research in Child Development, (2) Foundations of Development, (3) Infancy and Toddlerhood: The First Two Years, (4) Early Childhood: Two to Six Years, and (5) Middle Childhood: Six to Eight years.

Part I: Theory and Research in Child Development

This part covers the field of child development, basic issues, biology and environment, historical foundations, theories of child development from mid-twenties through recent theoretical perspectives, common methods of child study, cultural influences, and social issues among young children.

Part II: Foundations of Development

This part discusses the biological and environmental foundations. Topics will cover genetics foundations, reproductive choices, environmental contexts for development, and understanding the relationship between heredity and environment, birth and the newborn baby, and the new born baby capacities and the transitions to parenthood.

Part III: Infancy and Toddlerhood: The First Two Years

This part discusses physical development in infancy and toddlerhood. Topics will cover body growth, brain development, influences on early physical growth, learning capacities, motor development, perceptual development, Piaget's cognitive theory, the social context of early cognitive development, and language development, the emotional and social development in infancy and toddlerhood, Erikson's theory of infant and toddlerhood personality, emotional development, development of temperament and attachment.

Part IV: Early Childhood: Two to Six Years

This part discusses the physical, cognitive and socioemotional development in children ages two through six years olds. Topics will cover body growth, brain development, motor skills, and factors affecting physical growth and health, Piaget's preoperational stage, Vygotsky's sociocultural theory, how children process information, individual differences in mental development, and language development, the second stage of Erikson's theory, peer relations, foundations of morality, gender typing, and child rearing practices.

Part V: Middle Childhood: Six to Eleven years

This part discusses the physical, cognitive, and socioemotional development of middle childhood children. Topics will cover body growth, common health issues, motor development and play, Piaget's concrete operational stage, how children process information, individual differences in mental development, language development, Erikson's stage of industry versus inferiority, self-understanding, understanding others, moral development, peer relations, gender typing, common problems in social and emotional development and the family influences.

Course Requirements and Evaluations

The students will be evaluate by the following:

1. Class Attendance

Class attendance will be monitored. Students are expected to attend all classes. If prevented by acute illness or an emergency, the student should contact the instructor in a timely manner. When the student can anticipate the absence, the instructor must be contacted before the absence occurs. Students who are absent from class, for whatever reason, are held responsible for the material covered in their absence. The student is responsible for initiating all interactions with the instructor relative to absences and related assignments or exams. Excuse absences are recognized for illness, family emergencies and participation in university activities as stated in the university catalogue. Regular attendance and class participation are expected and count as part of your grade.

2. Late Assignments

Assignments are due in the class on the day listed as the due date for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assess a penalty of one point for each day late. Test must be taken on the planned date. No tests will be given a later time unless arranged in advanced by the instructor before the day of the scheduled exam.

3. Field Experience and Field Experience Portfolio

Fifteen hours of field experience must be successfully completed. If field experience is less than satisfactory completed, no more than a “D” may be earned in the class, regardless of the number of points earned. Students are required to dress in an appropriate, professional manner at the field experience site. Absences must be reported to the person designated at the site, and the instructor must be notified prior to the absence with an email or phone call. Field experience logs must document the daily activities at the practicum site. There is also an evaluation form that must be signed by the cooperating teacher and the instructor. These forms must be turned in by the close of the semester or the student will receive an incomplete in the course. It is necessary to submit a T.B. test prior to participating in the field experience to the school director or teacher on the first day of the field experience. Test can be obtained at Health Service.

4. Activity Plans

You will write three activity plans during this class. One plan will be turned in for feedback prior to beginning field experience. During field experience, two plans will be taught. One of them will be observed by the instructor and the other will be observed by your cooperating teacher. You need to observe the interests of the children in the class and discuss your ideas with your field experience teacher before you start planning. There will be one point reductions for each day late. The activities need be on three of the following topics:

- a. Emerging literacy
- b. Early writing, speaking, listening
- c. Art or other creative project
- d. Drama, music, song or finger play
- e. Early math or science
- f. Movement, dance.

5. **Child Study:** see instructions and directions of the assignment in the child study’s section

6. **Journal Article Reflections:** Journal article reflections must be four paragraphs long. Two paragraphs are the summary of the article and the last two paragraphs are the discussions and reflections about the topic.

7. **Letter of Intent:** see packet for the instructions and directions

8. **Live Text:** You need to purchase **Live Text from EIU Book Store** and participate in the training in class.

9. You need to comply with the requirements of the **Professional Development Requirements sheet (Purple Sheet)**

All written assignments must be in an American Psychological Association (APA) 6th. ed. format and should reflect academic honesty and no plagiarism.

Students are required to conform to the classroom rules. Using cell phones and other electronic devices in the class are strictly prohibited.

Student Point Record	Possible Points	Tentative Due Date
Journal Article Reflection	20	1/17/13
Test I	20	3/28/13
Mid-Term	50	2/28/13
Child study	70	3/21/13
Test II	20	4/11/13
Field Experience Portfolio	150	4/4/13
Finals	50	5/1/13
Attendance, Class Participation, and Dispositions	20	
Total	400	

Grading Scales:

A = 90% and above:	360-400
B = 80-89%	320- 359
C = 70-79%	280-319
D = 60-69%	240-279
F = below 60%	239 and below

Other Assignments Due Dates

Letter of Intent:	1/24/13
Activity Plan I:	2/7/13
Activity Plans II and III:	During Field Experience Period
Field Experience Period:	Tentative dates: 2/18- 3/8/2013.
PDR Sheet:	4/23/13
Test of Academic Proficiency (TAP)	4/18/13

Info on TB tests:

Dates: 1/8, 1/15, & 1/17/13 (you must come to all the dates)- is a two-step tests.
Location: Health Services. Hours: 8-12 & 1-4:30 PM

Class Schedule

Week	Topic	Reading	Assignment
1 1/8 1/10	1.Course Overview: a. Course Syllabus & Assignments b. NAEYC Website & Journals c. Professional Development Requirement		
2 1/15 1/17	1.Live Text Training a. Letter of Intent 2.Child Study a. Observations and Assessments, b. Data Analysis and Reporting, c. Video: Observation of Young Children	Creative Curriculum: Developmental Continuum Curriculum	Article Reflections Due:1/17/13 Purchase Live Text
3 1/22 1/24	1.Field Experience a. Activity Plan b. Illinois Early Learning Standards. 2. Dispositions Modules 1 & 2	Class Packet	Letter of Intent Due: 1/24/13
4 1/29 1/31	Dispositions Modules 3 & 4	Class Packet	
5 2/5 2/7	Child Development Theories	Chapter 1, Berk	Practice Activity Plan Due:2/7/13
6 2/12 2/14	1FOUNDATIONS OF DEVELOPMENT a. Biological Foundations b. Environmental Foundations	Chapter 2: Berk	
7 2/19	1.Prenatal Development a. Prenatal Development	Chapter 3: Berk	Field Experience Begins.

2/21	b. Prenatal Environment and Influence.		Activity Plans 2 & 3 Due During Field Experience
8 2/26 2/28	Birth and New Born Baby	Chapter 4: Berk	Mid-Term:2/28/13
9 3/5 3/7	Infancy and Toddlerhood: Physical and Cognitive Development	Chapters 5 & 6: Berk	
10 3/12 3/14	Spring Break: No Class		
11 3/19 3/21	Infancy and Toddlerhood: Social and Emotional Development	Chapters 7 & 8: Berk	Child Study due: 3/21/13
12 3/26 3/28	Early Childhood: Physical and Cognitive Development	Chapters 8 & 9: Berk	Test 1: 3/28/13
13 4/2 4/4	Early Childhood: Social and Emotional Development	Chapters 9 & 10: Berk	Field Experience Binder Due 4/4/13
14 4/9 4/11	Middle Childhood: Physical Development	Chapter 11: Berk	Test II due: 4/11/13
15 4/16 4/18	Middle Childhood: Social Development	Chapter 12: Berk	Test of Academic Proficiency (TAP) due 4//18/13
16 4/23 4/25	Middle Childhood: Emotional Development	Chapter 13: Berk	PDR due 4/23/13
17	Final Examination: 5/1/13 at 2:45 pm in class		

References

- Berk, L.E. (1999). *Landscapes of development: An anthology of readings*. NY: Wadsworth Pub. Comp.
- Berk, L.E., & Winsler, K. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association of Education for Young Children.
- Bergen, D., & Coscia, J. (2001). *Brain research and childhood education*. Washington, DC: Association of Childhood Education International.
- Bodrove, E., & Leong, D. (1996). *Tools of mind: The Vygotskian approach to early childhood education*. Upper Saddle River, New Jersey: Prentice Hall.
- Charlesworth, R. (2004). *Understanding child development*. New York: Thompson Delmar Learning.
- Colker, L.J. (1995). *Observing young children: Learning to look, looking to learn*. Washington, DC: Teaching Strategies.
- Dodge, D., T, Colker, L.J., & Heroman, C. (2002). *The creative curriculum for preschool* (4th ed.). Washington, DC: Teaching Strategies.

- Elfman, J. (2000). *Encouraging preschoolers' intellectual development*. Chicago: World Book-Childcraft.
- Elkind, D. (1993). *Images of the young child*. Washington, DC: National Association of Education for Young Children.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. CA: Pergeus Books Group.
- Junn, E.N. (2009). *Annual editions: Child growth and development 10/11*. Dubuque, IA: McGrawHill.
- Kail, R.V. (2001) *Children and their development*. New Jersey: Prentice Hall.
- McAfee, O. (2000). *Promoting preschoolers' language development*. Chicago: World Book-Childcraft.
- McAfee, O., & Leong, D. J. (2007). *Assessing and guiding young children's development and learning* (4th ed.). New York: Pearson.
- Peterson, R., & Collins, V. (1986). *The Piaget handbook for teachers and parents*. New York: Teachers College Press.
- Paciorek, K. M. (2010). *Annual Edition: Early childhood education 10/11*. Dubuque, IA: McGrawHill.

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

If you have a documented disability and wish to discuss academic accommodation, please contact the Office of Disability Services at 581-6583.

ELE 2321: Field Experience Instructions and Requirements

What is Field Experience?

- Field experience is designed to help students gain teaching and learning experience in the classrooms. This experience hopefully will guide them to the pre-student-teaching experiences. Through field experience, students not only will gain hands-on experience but also to practice and apply what they have learned in the classroom into the field experience site.

Field Experience Instructions

- Students will be assigned to a cooperating teacher in an early childhood center.
- Students are required to have 15 hours in the classroom.
- On the first day at school, you need to report to the director of the school and introduce yourself. Please wear EIU name tag or Panther card. Find out where you will be in the room and what you will do. Work out the logistics regarding your placement with your cooperating teacher early. Discuss with your cooperating teacher before you start on the first day. Please ask for clarification.
- Students are required to be punctual. If students are ill or have emergency, they are responsible to contact the school director, the cooperating teacher, and the instructor before you need to be at the school.
- You are required to be neat and professional in appearance. Clothing should be conservative and comfortable. Do not wear hats or caps, shorts, cutoffs, or other leisure-time apparel. Please only wear earrings and remove any other body ornaments. Hair must be usual color: brown, black, blonde, or red.

Field Experience Requirements and Assignments

1. Keep a daily log on the 'record of clinical experience' from the activities that you do with the children. Every page of this form is to be signed by the cooperating teacher at the conclusion of your field experience. These forms need to be put together in the field experience portfolio.
2. Write two activity plans; one for the cooperating teacher and the other for the instructor. Lesson plans must be in the Live Text format.

- Activity plan 1 is for the cooperating teacher. Discuss with the cooperating teacher what to teach and get approval from her.
- Activity plan 2 is for the instructor. This lesson plan must be handed in to the instructor prior to the teaching observation

These activity plans need to be put together in the field experience portfolio

3. You need to teach two activities. One will be observed by the cooperating teacher (using the activity plan 1) and the other by the instructor (using activity plan 2).

4. Activity File: Develop 5 activities for young children. Activities must include;

- a. math
- b. science
- c. social studies
- d. reading
- e. writing
- f. art & craft
- g. drawing
- h. outside play
- I. music
- j. creative movements

These activities need to be put together in the field experience portfolio.

5. Write 10 journal entries

- Write two to three short paragraphs journal entries and reflections on what you learned in the class each visit.
- Entries need to be covered the following topics: classroom environment, classroom schedules, classroom rules and behavior management systems, outside play, teaching strategies, children's learning styles, parent's involvement, play/ center time, opening time, snack/meal times, nap times, and arrival/departure times.

6. Develop a field experience portfolio. The portfolio must have a clear plastic cover on the front to put the following information: Your full name, course #, term, name of the early childhood center, and the name of the cooperating teacher. Do not put your information in the plastic slips. Please use dividers/tabs to divide the sections. Each of the pages must be numbered

7. Please organize your portfolio in the following order:

- Table of contents
- ELE 2321: Field Experience Instructions and Requirements
- 'Record of Clinical Experience'
- 'Field Experience I Rubric' evaluated, signed and dated by the cooperating teacher
- 'Field Experience I Rubric' evaluated, signed and dated by the instructor
- Dispositions Form sign and dated by the cooperating teacher
- All the log sheets signed and dated by the cooperating teacher
- THREE activity plans which have been graded by the cooperating teacher and the instructor
- 5 activities for young children
- 10 journal entries and reflections. ONE of the journal entries (entry # 10) will be submitted to the instructor by Live Text. This entry need to be ONE PAGE long.
- Students are encouraged to submit their portfolios in the CD form.

ELE 2321: Field Experience: Grading Sheet

Name: _____

Date: _____

	Items	Possible Points	Your Points
1	1. Your full name, course #, term, name of the early childhood center, and the name of the cooperating teacher in the plastic cover of the portfolio and Grading Sheet	1	
2	Table of contents with page number in each of the pages.	1	
3	'Record of Clinical Experience'/Practicum Log	2	
4	'Field Experience I Rubric' evaluated by the cooperating teacher	2	
5	'Field Experience I Rubric' evaluated by the instructor	2	
6	Disposition Form	2	
7	Three activity plans which have been graded by the cooperating teacher, the instructor, and practice lesson plan @ 10 pts each	30	
8	Activity file: 5 activities for young children @ 5 pts each	25	
9.	10 journal entries and reflections @5 pts each	50	
10	Floor Plan of the Classroom	5	
11	Classroom Daily Schedules	5	
12	Classroom Weekly Schedules	5	
13	One Sample of Parent's Newsletters	5	
14	Classroom Behavior Management Systems/Discipline Policy	5	
15	Health Care Policy	5	
16	Procedures of Identifying Child Abuse	5	
	Total	150	

Comments:

ELE 2321: Rubric for Field Experience

Domain/Points	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Three Activity Plans 30	Lesson plans are planned very appropriately with the children's age and level of ability. Activities and objectives are very appropriate and aligned with the standards. 25-30	Activity plans are planned appropriately with the children's age and level of ability. Activities and objectives are appropriate and aligned with the standards. 11-24	Activity plans are planned less appropriate with the children's age and level of ability. Activities and objectives are less appropriate and aligned with the standards. 5-10
Five Activity File 25	5 activities are from classrooms and students made 20-25	4 activities are from classrooms and students made 11-19	3 activities are from classrooms and students made 5-10
Ten Journal Entries and Reflections 50	Indicate very clearly 3 components: summary of the events, discussions and what do you learned from the events 45-50	Indicate clearly 3 components: summary of the events, discussions and what do you learned from the events 30-44	Unclear descriptions on how the 3 components: summary of the events, discussions and what do you learned from the events 10-29
Floor Plan 5	Design was very clearly show type and category of floor plans. Indicated all areas of learning. Include detail descriptions of the plans. Using high level of technology skills. 4-5	Design was clearly show type and category of floor plans. Indicated most areas of learning. Include the descriptions of the plans. Using high level of technology skills. 2-4	Design was unclear of type and category of floor plans. Indicated some areas of learning. Limited descriptions of the plans. Using high level of technology skills. 1
Classroom Daily Schedules 5	Complete and accurate 5	Partially complete and partially accurate 2-4	Incomplete and inaccurate 1
Classroom Weekly Schedule 5	Complete and accurate 5	Partially complete and partially accurate 2-4	Incomplete and inaccurate 1
One Samples of Parent's Newsletters 5	Complete and accurate 5	Partially complete and partially accurate 2-4	Incomplete and inaccurate 1

Classroom Behavior Management System/Discipline Policy 5	Complete and accurate 5	Partially complete and partially accurate 2-4	Incomplete and inaccurate 1
Health Care Policy 5	Complete and accurate 5	Partially complete and partially accurate 2-4	Incomplete and inaccurate 1
Procedures of Reporting Child Abuse 5	Complete and accurate 5	Partially complete and partially accurate 2-4	Incomplete and inaccurate 1

Developed by Dr. Md-Yunus, fall, 2006, revised Fall, 2011

ELE 2321: Child Study

Observe a child between the ages of 3-5 year olds and develop a portfolio about the child you observed.

Task A: Observations

- Select one child ages 3-5 years old.
- Observe him/her approximately 120 minutes in spreading out over a variety of activities, routines, and settings over several days
- Select ONE area of development (Berk: physical, cognitive, or socio-emotional)
- Select five goals/objectives (The Creative Curriculum Goals and Objectives at a Glance)
- Select developmental continuum –for runners, level 1, 2, 3 (Creative Curriculum for Preschool)
- Use variety observational methods to collect the data: checklists, anecdotal records, interviews, and child’s work samplings.

Task B: Writing the Observation

Writing and interpreting the data you collected: (see handouts “observations and assessments”)

- Be objectives. Strictly reporting. Do not interpret the data
- Do not bias when reporting the data
- Write about two paragraph for each goal/objective what do you observed
- Organize your report under subheading for each goal/objective

Task C: Develop a portfolio

Portfolio may be a binder, or a container, tote bag, etc. Portfolio must include the followings:

1. Title page: Course # and title, your full name, date
2. Assignment question, rubric, and grading sheet
3. Introduction: the child, age/date of birth, gender, his/her family/siblings
4. Area of development you choose
5. Five goals /objectives you choose
 - Put two goals/objective per page
 - You can put pictures/ photos/ child’s artwork or drawings in some or each of the objectives/goals you reported.
6. Reflections: what do you learned about the child form these observations. How do you use the data to generalize further learning?
7. One sample of anecdotal record you used
8. One sample of checklist you used
9. Data from interview you conducted
10. The Creative Curriculum Goals and Objectives at a Glance
11. Developmental Continuum from Creative Curriculum

ELE 2321: Child Study's Grading Sheet

Name:

Date:

		Possible Points	Your Points
1.	Title page: Course # and title, your full name, date, assignment question, rubric, and grading sheet	2	
3	Introduction: the child, age/date of birth, gender, his/her family/siblings	10	
4	Area of development you choose and rationale why you choose this area of development	5	
5	Five goals/objectives you choose Put two goals/objective per page. You can put pictures/ photos/ child's artwork or drawings in some or each of the objectives/goals you reported.	25	
6	Reflections: what do you learned about the child from these observations? (one page) How do you use the data to generalize further learning? (one page)	5 5	
7	One sample of anecdotal record you used	5	
8	One sample of checklist you used	5	
9	Data from interview you conducted	5	
10	The Creative Curriculum Goals and Objectives at a Glance	1	
11	Developmental Continuum of Creative Curriculum	1	
12	Overall presentation of the binder	1	
	Total	70	

Comments:

ELE 2321: Rubrics for Child Study

Domain	Exceed Expectations	Meets Expectations	Does Not Meet Expectations
Title page, assignment questions, rubrics, grading sheet 2	Information are complete and are arrange in order 2	Missing one information. Information are arrange in order. 1	Missing 2 or more information. Information are not arrange in order 0
Introduction (info about a child) 10	Introduction is complete include all required information 9-10	Introduction is incomplete. Missing one information. 6-8	Introduction is incomplete. Missing 2 or more information 1-5
Five Objectives/Goals 25	Domain is appropriate. Objectives/goals are complete and explain very clearly. Includes child's photos/pictures and child's work 20-25	Domain is somewhat appropriate. Objectives/goals are incomplete and are explain somewhat clear. Includes limited child's photos/pictures and child's work 11-19	Domain is inappropriate. Objectives/goals missing 2 or more and incomplete and are not explain very clearly. Does not includes child's photos/pictures and child's work 5-10
Area of Development and rationale why you choose this area 5	Explain clearly the area of development and rational why choose this area. 4-5	Explain somewhat clear the area of development and rational why choose this area. 2-3	Did not explain clearly the area of development and rational why choose this area. 1
Reflections 10	Reflections are very good 9-10	Reflections are somewhat good 5-8	Reflections do not reflect the area of child development and objectives/goals of the study. 1-4
One anecdotal record used in the study 5	Anecdotal records are complete and accurate 4-5	Anecdotal records somewhat complete and accurate. Missing one record 2-3	Anecdotal records are incomplete and inaccurate 1
Interviews 5	Interviews are appropriate. Data are transcribed and use for the right purposes 4-5	Interviews are somewhat appropriate. Data are partially transcribed and use for somewhat right purposes 2-3	Interviews are inappropriate. Data are not transcribed and not use for the right purposes 1
One checklist used in the study 5	Checklists are complete and accurate 4-5	Checklists are less accurate and missing some information 2-3	Checklists incomplete and inaccurate 1

Developed by Dr. Md-Yunus, fall 2006, revised Fall 2011

All information in this syllabus should be considered subject to change based upon professional discretion.

