

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Social and Human Development	College/School	CRCD/CTC
Prepared by	Patty Meritt	Phone	907 455-2883
Email Contact	pameritt@alaska.edu	Faculty Contact	Professor Patty Meritt

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	ECE	Course #	F235	No. of Credits	2
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COURSE TITLE	Screening, Assessment and Recording
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**2. ACTION DESIRED:** ☒ Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING			

\*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	3	COURSE CLASSIFICATION	
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ADD A STACKED LEVEL (400/600) Include syllabi.		Dept.		Course #	
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING		Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
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STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
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OTHER (specify)	
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**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify all that apply)	
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Mode of delivery (specify lecture, field trips, labs, etc.)	
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**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement?

O = Oral Intensive,  
\*Format 6 also submitted

W = Writing Intensive, \*Format 7  
submitted

X = Baccalaureate Core

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES		NO	x
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5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ECE F235 Screening, Assessment and Recording

~~2~~ 3 Credits

Information to help teachers of young children understand the purpose of screening. Presents use of good screening procedures. Explores the importance of assessing young children's development and provides tools and practice for recording and evaluating children's progress towards goals. Includes a variety of evaluation tools for assessing young children's development. Prerequisites: ECE 104 and ECE 107. Placement in ENGL F111X or higher; or permission of program head. Recommended: ECE F105 or ECE F119. (2+0) (2.5+1)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

ECE F235 Screening, Assessment and Recording

3 Credits

Information to help teachers of young children understand the purpose of screening. Presents use of good screening procedures. Explores the importance of assessing young children's development and provides tools and practice for recording and evaluating children's progress towards goals. Includes a variety of evaluation tools for assessing young children's development. Prerequisites: ECE 104 and ECE 107. (2.5+1)

8. GRADING SYSTEM: Specify only one.

LETTER	X	PASS/FAIL:	
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9. E

Will take some adjustments to course, program changes and advising. All faculty from ECE and CDEV have agreed to this change.

**10. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer ([kljensen@alaska.edu](mailto:kljensen@alaska.edu), 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐

Students do not need the library for this course. The materials are specific to ECE and provided through the course.

**11. IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

ECE AAS and CDEV.

**12. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

**Positive:** 1. This change will allow us to more effectively prepare students in data collection, analysis and implementation of assessment tools. 2. It will update the course to include the newest tools being used by Head Start nationwide. 3. It will standardize the course to a 3 credit. 4. It provides time for students to actually use the tools (2.5 +1) 5. The new prerequisites will mean students have to take it in the right sequence and will likely be more successful in the course. 6. It eliminates the "or instructor approval" on the English course, since that is covered by making the 104 and 107 classes prerequisites.

**Negative:** It will require changes to the AAS and CDEV degrees. Instructors have to be informed about the new tool. Changes to the course will decrease flexibility in the degrees, reducing the elective credits in the AAS by one.

**13. JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

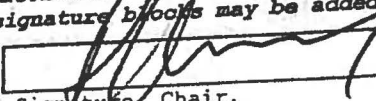
We are adding information about the CLASS tool, being used by Head Start and adding more about the importance and process of data collection. The extra credit will allow us to more effectively cover this topic, which has become a more significant part of the early learning profession. By making it 2.5 +1 we are allowing for field activities the tools

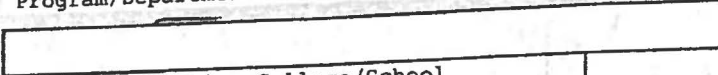

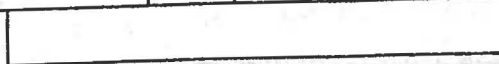
**APPROVALS:** (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

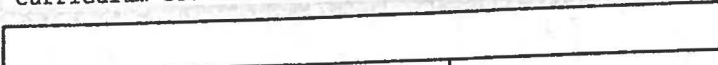
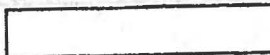

Date

For ECE F235

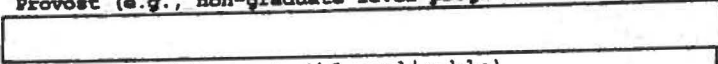
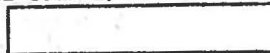
APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

 Date 10/29/15  
Signature, Chair,  
Program/Department of: Social + Human Development

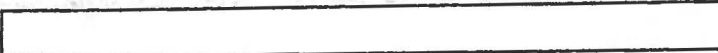

 Date   
Signature, Chair, College/School  
Curriculum Council for: 

 Date   
Signature, Dean, College/School  
of: 

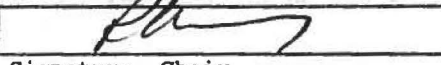
Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

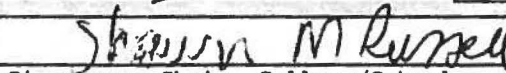
 Date   
Signature of Provost (if applicable)

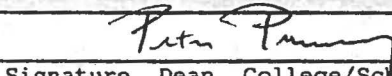
ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 Date   
Signature, Chair  
Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC  
☐ Core Review ☐ SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

 Date 10/29/15  
Signature, Chair,  
Program/Department of: Social + Human Development

 Date 10/25/15  
Signature, Chair, College/School  
Curriculum Council for: CRC Academic Council

 Date 11/3/15  
Signature, Dean, College/School  
of: CRC

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.



**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time  
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

**3. Course readings/materials:**

☐ Course textbook title, ☐ author, ☐ edition/publisher.  
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and  
☐ any supplies required.

**4. Course description:**

☐ Content of the course and how it fits into the broader curriculum;  
☐ Expected proficiencies required to undertake the course, if applicable.  
☐ Inclusion of catalog description is *strongly* recommended, and  
☐ Description in syllabus must be consistent with catalog course description.

**5. ☐ Course Goals (general), and (see #6)**

**6. ☐ Student Learning Outcomes (more specific)**

**7. Instructional methods:**

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

**University of Alaska Fairbanks  
eLearning and Distance Education  
Course Syllabus**

**Early Childhood Education F235 Screening, Assessment and Recording (3 credit)**



**University of Alaska Fairbanks  
eLearning and Distance Education  
Course Syllabus**

**Early Childhood Education F235 Screening, Assessment and Recording (3 credit)**

**Instructor Information**

AnneMarie Mattacchione, Assistant Professor  
UAF eLearning and Distance Education  
604 Barnette St, Room 205, Fairbanks, AK 99701  
**Email is the best way to reach me:** amattacchione@alaska.edu  
**Work Phone:** (907) 455-2931  
**Cell Phone:** (907) 687-2294  
**Fax:** (907) 455-2883



**Office Hours:** I am available by phone however, not always in the office to answer directly. Leave a message requesting a call back or contact Kelly, program assistant at (907) 455-2842 to set up an appointment. You can best reach me via email at the address above. I also prefer text messaging when the content is minimal and when responses can be quick, not in need of much detail, email is best for that type of communication. M-W 9:00-1:00

**Course Description**

Information to help teachers of young children understand the purpose of screening. Presents use of good screening procedures. Explores the importance of assessing young children's development and provides tools and practice for recording and evaluating children's progress toward goals. Includes a variety of evaluation tools for assessing young children's development. (2.5 +1)

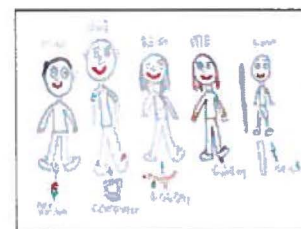
**Course Goals**

This course will include a variety of learning approaches which are designed to help the student understand basic assessment and screening tools, analysis of the gathered data, and structuring a quality child learning portfolio. Each week students will learn a method that will enhance their competency to screen, assess and record children's development and experiences.

**Materials Required**

**Text:** "Six Simple Ways to Assess Young Children" Gober, Sue Y.; 2002  
Delmar, Thomson Learning, Albany NY ISBN: 978-0-7668-3925-0

**Supplemental Reading:** Will be supplied in class through handouts and other resources



**UAF Follett Bookstore:** <http://elearning.uaf.edu/go/books>  
Constitution Hall, PO Box 750127, 504 Tok Lane Fairbanks, AK 99775  
Phone: 907.474.7348, Toll Free: 1.888.280.8500, Fax: 907.474.7739  
Email: uaf@bkstr.com

**Technical Requirements**

*Students will be required to have on-going access to a computer with Internet connectivity and web browser. Students will interface with Blackboard and Blackboard Collaborate throughout the course.*

**Class Meeting Times and Dates**

Contact assignments are listed in specific lessons with information about whom and how to contact. Blackboard Collaborate will be used as our meeting interface when indicated.

**Student Outcomes and Standards**



This program follows the NAEYC standards for AAS ECE degree granting institutions. These standards apply to the entire degree program, not just an individual course. Each standard has a few specific sub standards within it. The sub standards are similar to the student “outcomes”, which is what we expect students to know and be able to do at the end of the entire degree program.

In the AAS program we generally anticipate students will follow a learning process of gaining “knowledge, comprehension and application”. You will probably not master any individual skill in a single course, but rather throughout the degree program. The practicum courses serve as a capstone where students demonstrate their composite abilities. During practicum, in addition to the practical work in the classroom with children, assignments from your entire course of study in the AAS program will be submitted in a *program portfolio*. Some of these assignments will be written in this introductory course.

## Student Learning Outcomes:

The student learning outcomes are based on the 2010 national standards for ECE AAS programs. This course is primarily involved with standard #2 Building Family and Community Relationships and #3 Observing, Documenting and Assessing to Support Young Children and Families. Each standard also has key components, which are used to determine our student learning outcomes for this course. The assignments will be related to the outcomes.

By the end of the course students will be able to demonstrate competence in each of the following:

**Outcome 1:** Students seek and use knowledge of diverse family and community characteristics to develop respectful, reciprocal relationships that support and empower each family. (NAEYC Standard: 2a)

Associated Assignment: Weekly Chapter Activities associated with gathering assessment documents using appropriate practice and knowledge of Early Childhood Education. Samples of collected work will be assessed each class, 135 pts. 27% of grade.

**Outcome 2:** Students involve all families in their child’s development and learning, acknowledging there are a multitude of ways to engage families to participate and contribute (NAEYC Standard: 2b)

Associated Assignment: This written assignment includes assessment of student’s interview with the parent by the parent and another professional, 15 pts. 3% of grade.

**Outcome 3:** Students can articulate the goals, benefits, and uses of assessment. (NAEYC Standard: 3a)

Associated Assignment: Show through in-class demonstration techniques used during assessment process, 30 pts. 6% of grade.

**Outcome 4:** Students use systematic observations, authentic documentation, reflection, and other effective ethical assessments strategies in a responsible way, including using assistive technology for children with disabilities. (NAEYC Standard: 3b)

Common Assignment- Child Learning Portfolio Presentation and Reflection: Students will provide an example of a child learning portfolio with screening tool(s) and analysis of work samples. Further recommendation of child development activities and individualize curriculum based on the analysis of the child learning portfolio will be included, 80 pts. 16% of grade. ***This activity is this courses common assignment; save for your program portfolio.***

**Supportive Skills:** Support associate degree students’ ability to gain competence in relation to the core standards. With these skills students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

This course includes the following supportive skills:

- **Verbal:** Students have effective skills in written and verbal communication demonstrated by a competent and complete verbal presentation of the final child learning portfolio.
- **Identifying and Using Professional Resources:** Students know how to identify and use credible professional resources from multiple sources to include screening and assessment tools, recording documents and ways in which they can track observations of children.
- **Making Connections between Prior Knowledge/Experience and New Learning:** Students respect and draw upon their past or current work experiences through the process of implementing and demonstrating content knowledge in previous coursework. Students will use their understanding of child development, curriculum strategies and theory to make critical analysis of children’s behavior in context to assessment and recording. Students will articulate specific milestones in several developmental areas.



## Methods of instruction

This course is taught using a combination of video, Audio/Video lecture, reading materials, didactic interactions, reflections and field assignments.

## Assignments:

1. **Self-Reflection Activities:** Each week students will provide a written response to a question(s) about their knowledge of observation utilizing their past and current experiences and their past and current and emerging knowledge about observation.
2. **Honing Our Observation Skills:** Each week students will learn about, reflect on, and implement a developmental screening tool. Students will use video and live observation sites to complete this activity. Recording of their experience and recommendation of next steps in curriculum planning and meaningful activities are included and provided to the instructor via email, Blackboard or in class.
3. **Screening Tools:** Students will examine a variety of developmental screening tool articulating the strength and usefulness of each tool, the weaknesses or gaps, make decision about reliability and validity, then provide an audio summary of their conclusions.
4. **Child Learning Portfolio:** Weekly student will collect a relevant part of a child's development using screening and other tools. The data will be collected, analyzed and assessed for further follow up concerning child goal setting. The data will be collected over the course of the semester and then presented with a detailed summary statement about their knowledge of the child and recommendation for future growth to the rest of the class via Blackboard Collaborate or in class.

Each lesson has an accompaniment reflection paper that will include all the assignments for that lesson for you to include your answers and comments unless otherwise noted. The reflection document is specific to each lesson. Students must email the completed reflection instead of using Blackboard drop boxes. I will respond using the review feature in word. In order to see my comments you must open the document and go to the review tab. I will respond both written and verbally.

## Estimated Course Schedule

Each units consist of 5 hours for lesson and texts, 4 hours on related assignments = 9 hours x 14 units = 126 total hours for 3 credits.

**Pacing:** Although actual hours spent each week will vary between individuals, students should expect to spend an average of 9 hours every week for this course.

Week	Readings From: "Six Simple Ways to Assess Young Children"		Assignments Due	Effort	Due Dates Check when Completed
1		<b>Course Introduction</b> Assessment- Searching for Authenticity	1. Lesson Folder 1 and Texts 2. Introductory Activity- First Contact Assignment	8 hrs 1 hr	9-9 9-9
2	Part 1 Pages 1-14	<b>The Art of Making it Simple</b> NAEYC Assessment/Screening Code	1. Lesson Folder 2 and Texts 2. Journal Assignment #1	7 hrs 2 hrs	9-16 9-16
3	Part 2 Pages 15-38	<b>Developmental Checklist</b> Use a developmental checklist to assess a child's development Evaluate Screening Resources	1. Lesson Folder 3 and Texts 2. Journal Assignment #2 3. Second Contact Assignment	6 hrs 2 hrs 1 hr	9-23 9-23 9-23
4	Part 2 Pages 39-50	<b>Parent Interviews</b> Use a parent interview to assess a child's development Anecdotal Recordings- Assess Samples	1. Lesson Folder 4 and Texts 2. Journal Assignment #3	7 hrs 2 hrs	9-30 9-30
5	Part 2 Pages 51-60	<b>Child Self-Portraits</b> Gather Samples of Child's Work- Assess Samples Complete Normative Chart- Assess Samples	1. Lesson Folder 5 and Texts 2. Journal Assignment #4 3. Third Contact Assignment	6 hrs 2 hrs 1 hr	10-7 10-7 10-7
6	Part 2 Pages 61-70	<b>Writing, Drawing, Other Samples</b> Collect Writing Samples- Assess Anecdotal Recordings- Assess Samples	1. Lesson Folder 6 and Texts 2. Journal Assignment #5	7 hrs 2 hrs	10-14 10-14



7	Part 2 Pages 71-86	<b>Audio (or Video) Tapes and Anecdotal Records</b> Collect Audio/Video Samples- Assess	1. Lesson Folder 7 and Texts 2. Journal Assignment #6 3. Fourth Contact Assignment	6 hrs 2 hrs 1 hrs	10-21 10-21 10-21
8	Handout:  Understanding Environmental Screening Tools	<b>Using Environmental Screening Tools to Assess Classroom Instruction</b> Collect Writing Samples- Assess Using environmental screening tools to determine child goals	1. Lesson Folder 8 and Texts 2. Journal Assignment #7	7 hrs 2 hrs	10-28 10-28
9	Handout:  Understanding teacher instruction screening tools	<b>Using the CLASS Tool for Assessing Quality Classroom Instruction</b> Anecdotal Recordings- Assess Samples Introduction to the CLASS tool Part 1	1. Lesson Folder 9 and Texts 2. Journal Assignment #8 3. Fifth Contact Assignment	6 hrs 2 hrs 1 hrs	11-4 11-4 11-4
10	Handout:  Understanding teacher instruction screening tools	<b>Using the CLASS Tool for Assessing Quality Classroom Instruction</b> Specific Observations of Development Introduction to the CLASS tool Part 2	1. Lesson Folder 10 and Texts 2. Journal Assignment #9	7 hrs 2 hrs	11-11 11-11
11	Handout:  Understanding teacher instruction screening tools	<b>Using the CLASS Tool for Assessing Quality Classroom Instruction</b> Specific Observations of Development Introduction to the CLASS tool Part 3	1. Lesson Folder 9 and Texts 2. Journal Assignment #10 3. Sixth Contact Assignment	6 hrs 2 hrs 1 hrs	11-18 11-18 11-18
12	Handout:  "Data Wise"	<b>Data Collection and Analysis</b> Practice using the process of data wise to assess and plan instructional outcomes for children	1. Lesson Folder 12 and Texts 2. Journal Assignment #11	7 hrs 2 hrs	11-25 11-25
13	Part 3 Pages 87-96	<b>Putting it All Together</b> Creating a Narrative Summary	1. Lesson Folder 13 and Texts 2. Journal Assignment #12 3. Seventh Contact Assignment	6 hrs 2 hrs 1 hrs	12-01 12-01 12-01
14		<b>Child Learning Portfolio Presentation</b> Complete Your Final Narrative Summary Evaluate and Reflection of the Development and Presentation of the Child Learning Portfolio	1. Lesson Folder 14 and Texts 2. Child Learning Portfolio Presentation	6 hrs 3 hrs	12-8 12-8

### Course Policies

- Ask questions when needed. There are no stupid questions. Be sure you have read the course syllabus many times and refer to it before contacting the instructor. Many times the answer to your question is found in the syllabus.
- I discourage texting during meeting times. It is important to be fully present during our brief time together. Please save texting, surfing and checking Facebook during breaks after meeting concludes.

- Quality Issues: Homework and Field assignments are to be typed (computers and word processor) unless otherwise stated. This is an important professional standard in ECE and students are expected to demonstrate their competence in this area in this course.



### Participation

Students are expected to organize and attend the scheduled synchronize times outlined in the course syllabus. Be sure to give yourself some time prior to meeting times to log on to Blackboard Collaborate for this course. I will provide further guidance in the course shell.

### Late Work Policy

In an effort to help students keep up with the pace of the class, late assignments will not be accepted. One waiver will be given. Request to use the late assignment must be made in writing indicating which assignment you would like a waiver. Waiver cannot be used for

Blackboard Collaborate meeting or the final assignment. Assignments are considered late if received after 11:59 PM on the day the assignment is due. Issues with email, printers etc. will not be considered when determining late assignment. Well prepared students are expected for college level course work.

### Instructors Response Time

Assignment Return- Generally students can expect assignment returns within a week excluding holidays.

Email/Phone Response- Generally students can expect a return response within 24-48 hours. However, it is likely responses will be sooner excluding holidays.

### Assignment Submittal

Students can submit assignments either through email (amattacchione@alaska.edu) Meetings may be conducted via Blackboard Collaborate interface as well as presentation of your final field assignment. If you submit your assignment through email and I do not reply within 24 hours, it may mean I did not receive it. Please double check with me to ensure I have received the assignment. I will respond and note that I received your email.

### Checking Your Grade

Students are strongly encouraged to check grades frequently to ensure accuracy of grade and assignment submittal. Check your grades by clicking on the 'My Grades' link on the left side menu of the Blackboard course shell. A green icon indicates that the assignment has not been graded. Please read all instructor feedback provided on graded assignments.



### Grading Policy

Students planning to graduate with an ECE degree must obtain a C or better grade in their ECE major courses. If a student repeats a course, the most recent grade (not necessarily the highest) is the one that is applied to graduation and used for determining your GPA.

### Grading and Student Involvement:

**Collaboration:** Contact Assignments: (7 meetings X 10)

70 Pts 14%

**Instruction/Assignment:** Lessons: (14 X 25)

350 Pts 70%

**Common Assignment:** Child Learning Portfolio Presentation and Reflection

80 Pts 16%

**Total**

500 Pts 100%

### Evaluation Policy

Grade	Points	Definition
A = 100% - 90%	500 - 450	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise. Student enthusiastically participates and offers examples for discussion. All work is completed on time.
B = 89% - 80%	449 - 400	Better than the average. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A". Student participates knowledgeably in discussion. Work is completed on time.
C = 79% - 70%	399 - 350	Average. The student grasps the essential information; material is complete, although some assignments are late. Student regularly participates in discussion. Minimum grade for ECE majors.



D = 69% - 60%	349 - 300	Below average. Student misses significant aspects of the assignment. Much of the material is not turned in on time; student is unprepared to present project or participate in discussions. Cannot be applied to the ECE degree; must be repeated.
F = below 60 %	299 - 250	Student was unable to complete the assignment on time with at least a 60% understanding and presentation. Student does not participate significantly in discussion.
NB = No basis		Since fall 2006 this grade option has been reinstated. It will be awarded if there is insufficient progress and/or attendance. No credit is given and this grade is not calculated in the GPA. It is a permanent grade and cannot be removed later by completing outstanding assignments.

## Explanation of W, NB, I grades

### Withdrawals

Successful, timely completion of this course starting and establishing your progress through this course early can help to encourage your successful completion of the course. Toward this end, this course adheres to the following UAF eLearning & Distance Education procedures:

1. The first contact assignment is due one week after the first day of instruction. *Failure to submit this assignment within the first week of the course could result in withdrawal from the course.*
2. *Failure to submit the first three content assignments by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result in instructor initiated withdrawal from the course (W).*

### No Basis Grades

This course adheres to the UAF eLearning Procedure regarding the granting of NB Grades. The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

### Incompletes

Following the University of Alaska Fairbanks Incomplete Grade Policy:

"The letter "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, the student has not been able to complete the course during the regular semester. Negligence or indifference is not acceptable reasons for an "I" grade."

### Support Services

UAF eLearning Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907- 455-2060 or toll free 1-800-277-8060 or contact staff directly – for directory listing see: <https://elearning.uaf.edu/contact/>

### Title IX

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

### UAF Help Desk

Click here (<http://www.alaska.edu/oit/>) to see about current network outages and news.

Reach the Help Desk at:

E-mail at [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu) fax at (907)-450-8312

Phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

### Disabilities Services

The **UAF Office of Disability Services** operates in conjunction with eLearning. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site

(<http://www.uaf.edu/apache/disability/>) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail ([fydso@uaf.edu](mailto:fydso@uaf.edu)).



### UAF Writing Center

The Writing Center is a student-staffed, student-oriented service of the English Department. Tutors can assist you in all phases of the writing process, including the following: brainstorming and generating topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity and correctness. Tutors collaborate with each student on a one-to-one basis in any phase of the writing process: planning, drafting, or revising. They also help writers discover ways of improving grammar, mechanics, and punctuation.

<http://www.alaska.edu/english/writing-center/>

Phone: (907) 474-5314

### Academic Integrity

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct ([http://www.uaf.edu/catalog/catalog\\_08-09/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct))





## ECE F235 Screening, Assessment and Recording eLearning and Distance Education

### Lesson 1: Reflection Assignment

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Before turning in this assignment be sure to include your full name in the upper right header, use appropriate grammar, check your spelling, and cite appropriately using APA style. For further information about APA see <http://www.apastyle.org/>

#### Audio Introduction for Lesson 1:

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

**Getting Started:** Read and explore the link located on the left side of the course Blackboard page.

1. How to Successfully Complete This Course: List at least one strategy you will use to understand course expectations.
2. Course Syllabus: Have you completely read the course syllabus? List questions here.
3. About Me: List at least one thing we have in common based on my introduction.
4. Course Text Books: Do you have your text book? If not, when will it arrive?

#### Defining Screening, Assessment, Recording and Data:

Search valid sites for insights to understand the terms: Screening, Assessment, Recording, and Data. Be sure they are specific to early childhood development. Define each term in a paragraph, for a total of 4 paragraphs. Provide 4 examples of each. In a separate paragraph articulate the differences between the four terms. Include the sites you used in your research.

Screening:

Assessment:

Recording:

Data:

#### Videos:

You will watch two videos. Answer the following questions for each.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/assessment/iss/ongoing.html>

#### Video 1: Ongoing Child Assessment: Overview

1. Ongoing child assessment is:
2. How is the information collected used:
3. How should one start ongoing child assessment?
4. What should the plan specify?

5. There are many different ways to collect or gather child assessment information, list them here:
6. In order to use child assessment information, it is helpful to keep the information organized and to summarize it. Some of the ways that teachers organize their data is:
7. Ongoing child assessment means that the teaching team gathers information, how?
8. What is the benefit of teacher examination of the data?
9. What is the purpose of ongoing child assessment information?

**YouTube Video 2: *What are the common misunderstandings about child assessment? Answer the following***

1. Can one tool tell us all we need to know about an individual child?
2. What kinds of assessments are optimal?
3. How important is assessment?
4. Do children learn best en-mass, in groups?
5. Is there a single gold standard for assessment? And why?
6. What is the risk in using assessments?
7. How can assessments be invalid?

**Early Childhood Regulations:**

Using the content pages of the included early childhood regulations that typical quality early learning programs implement; find what they say about screening and assessment. List what each document includes about assessment and screening:

State of Alaska Licensing Regulations:

Head Start Performance Standards:

Alaska Early Learning Guidelines:

**Screening Example:**

Study the AAP Bright Futures Periodic Schedule. Answer the following:

- What is it used for?
- What did you learn from this tool?
- How will you use it as a teacher, home-visitor, or other early childhood professional?
- Why is this particular screening important?

Make an audio recording of your answer and include it here for me to listen to. Instruction for making the audio recording follows:

Audio recordings: Put on your earphones to listen to the instructions. Recording Audio 1.wma



**Contact Assignment #1**

Include the following information:

1. A picture of you
2. Where you live
3. The degree you are pursuing
4. 3 learning objectives pertaining to this course you want to meet by the end of this course
5. One thing that challenges you most about online courses

## ECE F235 Screening, Assessment and Recording eLearning and Distance Education

### Lesson 2: Reflection Assignment

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Before turning in this assignment be sure to include your full name in the upper right header, use appropriate grammar, check your spelling, and cite appropriately using APA style. For further information about APA see <http://www.apastyle.org/>

#### Audio Introduction for Lesson 2:

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

#### Review of Lesson 1: Briefly answer the following:

1. What is the difference between screening and assessment (nouns)?
2. What do we mean by reliable in a screening?
3. What do we mean by screening being valid?
4. Finish the statement: All children's behavior has...

#### Textbook Reading- Six Simple Ways to Assess Young Children

Read pages 1-14

#### NAEYC- Position Statement on Curriculum, Assessment, and Program Evaluation

1. Read the statement and highlight areas of importance to you for your learning
2. Make an audio recording to review/explain your highlighted areas, include it here:
3. Ask any questions you may have about the statement


#### Self-Reflection Activity/Journal Share

Think about your current work with young children, your own children, or people you tend to spend around each day. Answer the following questions. Each question should be about a paragraph long. (A paragraph is 3-5 sentences.)

1. What do you already know about observation?
2. Do you observe children in your work and/or life?
3. What do you think you learn by observing children?
4. What are some questions you have about observation?
5. What do you want to learn more about?

#### Honing Your Observation Skills

##### Part 1 Why Observe Children:

1. Read quotes on first slide. Reflect and share what you learned from the quotes here:
2. Review PowerPoint- Be sure to listen to all audio recordings included in the slides. You can identify them as audio recordings by this icon 
3. Answer the following:
  - What is the difference between a natural and planned observation?



- How is observation uniquely helpful during assessments and for planning curriculum?
  - Using the last slide example- Fernando; describe the following:
    - How would you use the information for assessment?
    - How would you use the information for curriculum planning?
4. Review Vignette 1- As you watch, make a list of Daniels capabilities, skills, social interactions, personality traits, and behaviors. Include them here:

#### **Inter-rater Reliability**

- After listening to the audio tutorial, briefly explain inter-rater reliability.

#### **Screening Example:**

Go on line to research an early childhood screening tool. Pick one based on your area of interest. Make sure it is valid and from a reputable site. It must fit one of the 4 major domains: cognitive, physical, emotional, or social.

Answer the following on your self-reflection for lesson 2:

Answer the following:

What is it used for?

What did you learn from this tool?

How will you use it as a teacher, home-visitor, or other early childhood professional?

Why is this particular screening important?

Include the site URL.

Make an audio recording of your answer and include it here for me to listen to. Instruction for making the audio recording follows:

Audio recordings: Put on your earphones to listen to the instructions. Recording Audio 1.wma

## ECE F235 Screening, Assessment and Recording eLearning and Distance Education

### Lesson 3: Reflection Assignment

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Before turning in this assignment be sure to include your full name in the upper right header, use appropriate grammar, check your spelling, and cite appropriately using APA style. For further information about APA see <http://www.apastyle.org/>

#### Audio Introduction for Lesson 3:

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

#### Review of Lesson 2: Briefly answer the following:

1. Describe inter-rater reliability:

#### Textbook Reading- Six Simple Ways to Assess Young Children

Read pages 15-38

#### DEC- Promoting Positive Outcome for Children with Disabilities

1. Read and study the graph pages 31-41 of the document
2. Make an audio recording to explain overall recommendations for children with disabilities to include similarities and differences of ages, include it here:
3. Ask any questions you may have about the Document

#### Self-Reflection Activity/Journal Share

Think about your current work with young children, your own children, or people you tend to spend around each day. Answer the following questions. Each question should be about a paragraph long. (A paragraph is 3-5 sentences.)

1. What steps will you take to give yourself time to practice observing and documenting?
2. In what ways are you open and ready to observe what children can do?
3. Identify a time when your own opinions or biases influenced your thinking about a child, describe.

#### Honing Your Observation Skills

Ages and Stages Questionnaire:

1. Investigate the ASQ website: <http://agesandstages.com/>
2. Read and learn about the ASQ3: <http://agesandstages.com/products-services/asq3/>
3. Go to the following tabs: "At a Glance," "Technical Info," "Research and Studies," and "ASQ3 & Autism" view the video. Read each, just review the Research and Studies tab.
4. Read the ASQ3 Quick Trainer Guide
  - This guide will help prepare you for the next part of this activity in this lesson.

Ages and Stages Questionnaire Screening:

- Print off the ASQ3 attached.
- View each of the following videos.
- Use the ASQ3 screening tool to assess Ruby's development.



- Based on the video segments, score the ASQ3.
- Complete the scoring sheet on the last page.
- Take a picture of the scoring sheet and attach to this assignment.
- List any questions you have for this assignment here:

**Screening Example:**

- Go to: <http://www.centerforresilientchildren.org/>
- Go to the "Overview Tab"
- Read the "Overview to Resiliency" and "Our Approach" links
- Study the Devereux Early Childhood Assessment attachment.
- Answer the following:

What is it used for?

What did you learn from this tool?

How will you use it as a teacher, home-visitor, or other early childhood professional?

Why is this particular screening important?

Make an audio recording of your answer and include it here for me to listen to. Instruction for making the audio recording follows:

Audio recordings: Put on your earphones to listen to the instructions. Recording Audio 1.wma

**Child Learning Portfolio Development**

**Activity 1: Developmental Checklist**

1. Observe your child. Plan on at least an hour.
2. Document the child's observed behaviors using the age appropriate developmental checklists starting on page 97 of your book. You will want to review the checklist before your observation to familiarize yourself with each of the characteristics in order to more accurately capture and document observed skills.
3. After completing, attach a copy of the results to this document. Be sure I can clearly see your results.
4. Write a summary statement based on the developmental checklist to include your recommendations for growth in each of the 4 domains: Intellectual, physical, emotional and social. Include your summary here:
5. Place the completed checklist in your child learning portfolio.

## ECE F235 Screening, Assessment and Recording eLearning and Distance Education

### Lesson 4: Reflection Assignment

I have used **Purple** for this outline. Please document your comments and answers in black. I will comment directly in the body of this document using the review option in word, then return the assignment to you. My comments will be in **red**.

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#### Audio Introduction for Lesson 4:

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

#### Review of Lesson 3: Briefly answer the following:

1. What was it like for you to use the ASQ3 screening? List both useful characteristics and challenges.
2. How did it go for you completing the developmental checklist on your child? List both useful characteristics and challenges.

#### Textbook Reading- Six Simple Ways to Assess Young Children

Read pages 39-50

#### Self-Reflection Activity/Journal Share

Think about your current work with young children, your own children, or people you tend to spend around each day. Answer the following questions. Each question should be about a paragraph long. (A paragraph is 3-5 sentences.)

Think about your work setting. Which of the following times will realistically work best for you to fit in observing and writing down what you are seeing?


- In the moment with the child
- As soon as possible after the event
- Stepping out of the action in teamwork with your colleagues
- In reflection

Will you combine some?

How will you work with your colleagues to figure out what's best for your setting?

#### Honing Your Observation Skills

How Do You Do Observations Well?

1. Read quotes on first slide. Reflect and share what you learned from the quotes here:
2. Review PowerPoint- Be sure to listen to all audio recordings included in the slides.
3. You can identify them as audio recordings by this icon 
4. For the vignette 2 use the "Facts/Interpretation" form
5. Review Vignette 2- As you watch; make a list of Alex and Matthew's activities- everything they are doing. Classify your list by facts/interpretation.
6. Review Vignette 3- using form Facts/Interpretation Form. Record observation.
7. Attach your completed copies of the Facts/Interpretation form for each vignette.



**Screening Example:**

**Normative Charts**

- Take out the normative chart and follow along with the audio review of how to use the chart.
- List any question you still have about using the chart here:

**Child Learning Portfolio Development**

**Activity 2: Parent Interview Guidance**

1. Listen to the audio tutorial as you follow along with the PowerPoint.
2. Use the forms in the book to conduct your parent interview.
3. Interview the parent, you will likely need 45 minutes to an hour. If the primary parent is not available, interview a close relative. If you are the parent, interview the father/mother, or other relative or close friend of the family that knows your child well.
4. Write a summary statement based on the parent interview to include your recommendations for growth in each of the 4 domains: Intellectual, physical, emotional and social. Include your summary here:
5. Send me a copy of the completed parent interview to include the interviewee's signature and date.
6. Place the completed parent interview in your child learning portfolio.

**Activity 3: Anecdotal Observations**

1. Listen to the audio tutorial as you follow along with the PowerPoint.
2. Observe the child no more than 5-10 minutes.
3. Include at least one photo of the child demonstrating their behavior during the observation.
4. Document behavior. Include only facts/quantitative data.
5. Write a summary statement based on the anecdotal observation to include your recommendations for growth in each of the 4 domains: Intellectual, physical, emotional and social. Include your summary here:
6. Include the picture of the child during this observation and notes of observation.
7. Place the completed photo and documented anecdotal observation in your child learning portfolio.
8. List any question you still have about anecdotal observations here:

## ECE F235 Screening, Assessment and Recording eLearning and Distance Education

### Lesson 5: Reflection Assignment

I have used **Purple** for this outline. Please document your comments and answers in black. I will comment directly in the body of this document using the review option in word, then return the assignment to you. My comments will be in **red**.

Before turning in this assignment be sure to include your full name in the upper right header, use appropriate grammar, check your spelling, and cite appropriately using APA style. For further information about APA see <http://www.apastyle.org/>

#### Audio Introduction for Lesson 5:

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

#### Review of Lesson 4: Briefly answer the following:

1. What was it like for you to use the ASQ3 screening? List both useful characteristics and challenges.
2. How did it go for you completing the developmental checklist on your child? List both useful characteristics and challenges.

#### Textbook Reading- Six Simple Ways to Assess Young Children

Read pages 51-60

#### Self-Reflection Activity/Journal Share

Think about your current work with young children, your own children, or people you tend to spend around each day. Answer the following questions. Each question should be about a paragraph long. (A paragraph is 3-5 sentences.)

Which sources of developmental information best represent your understanding of child development? Why?

Reflect on your own experiences with family conferences as a child, a student, a parent, and/or as an early educator.

What have you found successful?

What's been challenging?

How could you overcome some of these challenges?

#### Honing Your Observation Skills

How Do You Fit in Observation?

1. Review the quotes. Reflect/share what you learned from the quotes here:
2. Review the PowerPoint
3. Running Record: Review Vignette 4- As you watch; pay close attention, and try to write down all the things Christian does. (Run for 2 minutes). Remember to be factual and descriptive, not interpretive. Discuss how easy or difficult this type of documentation is and how practical it is as a recording method in your setting.



4. Summative Anecdote: Review Vignette 5 (4-6 minutes) - Do not write down your observation while you watch. Instead, after the vignette or the observation time is over, write down two to four sentences summarizing what you saw Megan do. Remember to be factual and descriptive, not interpretive. Discuss how easy or difficult this type of documentation is and how practical it is as a recording method in your setting.
5. Making a List: Review Vignette 6 (3-5 minutes) Pay close attention to the things that Hunter does. Either as you watch or afterward, make a list of the things you saw the child do. Do not worry about complete sentences or descriptive phrases. Try to be efficient in your use of words. Still remember to be factual and descriptive, not interpretive. Discuss how easy or difficult this type of documentation is and how practical it is as a recording method in your setting.
6. Quick Check Recording Sheet: Review Vignette 7- List their names on the Quick Check Recording Sheet. These children will be all using a writing tool to write or draw. Watch the vignette and note with a check mark which of the children write their names approximately. Discuss how easy or difficult this type of documentation is and how practical it is as a recording method in your setting.
7. Documenting Observation of a Group of Children: Review Vignette 8 (5 minutes) before viewing the video, decide what specific information you want to know. Some choices might include: pays attention to the story being read; stays through the entire story; responds to the teacher's questions; interacts in the story-reading experience with related ideas and comments. May want to note the initial of each child. Discuss how easy or difficult this type of documentation is and how practical it is as a recording method in your setting.
8. Which way of documentation would work best in your setting? Combination?
9. Include a copy of the documentation of each observation.

**Screening Example:**

Dial 4

Listen to the audio tutorial about the Dial 4.

Follow along with the demonstration using the Dial 4 screening form.

I am sure you were not able to fully capture each score, just do your best based on the video.

Attach completed form here:

**Child Learning Portfolio Development**

Activity 4: Child Self Portrait Assessment

Using the guidance from the book, collect your child's self-portrait.

Write a summary statement based on the analysis of the child's self-portrait to include your recommendations for growth in each of the 4 domains: Intellectual, physical, emotional and social. Include your summary here:

Attach a copy of the child self-portrait here:

Place the child self-portrait with analysis in your child learning portfolio.

Activity 5: Normative Chart

If needed, listen to the audio tutorial of how to complete the normative chart.

Using prior and current observations of the child, complete the chart as much as possible.

Write a summary statement based on the anecdotal observation to include your recommendations for growth in each of the 4 domains: Intellectual, physical, emotional and social. Include your summary here:

Include a copy of the normative chart and notes here:

Place the completed normative chart and notes in your child learning portfolio.

#### Activity 6: Child Drawings

Start to collect drawing samples from your child. We will dive more deeply into analysis next lesson; you will not be doing the assessment of the samples in this lesson.



## ECE F235 Screening, Assessment and Recording eLearning and Distance Education

### Lesson 6: Reflection Assignment

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#### Audio Introduction for Lesson 6:

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

#### Review of Lesson 5: Briefly answer the following:

1. How are you doing in the course? List at least 3 specific assignments that are helpful toward your learning. List at least one that is challenging for you and why.

#### Textbook Reading- Six Simple Ways to Assess Young Children

Read pages 61-70

#### Self-Reflection Activity/Journal Share

Think about your current work with young children, your own children, or people you tend to spend around each day. Answer the following questions. Each question should be about a paragraph long. (A paragraph is 3-5 sentences.)

What ways of planning for children do you tend to choose most often?

- Through their play
- As they go about their daily routines
- In teacher-designed activities

Which do you find engage the children most fully?

Why do you think that is?

Make a commitment to try something new in your planning.

#### Honing Your Observation Skills

How Do You Build a Case about a Child?

Read quotes from part 4. Reflect and share what you learned from the quotes here:

Review PowerPoint part 5- Be sure to listen to all audio recordings included in the slides.

What did you learn about the way you answered the question in the PowerPoint:

**Screening Example:**

Teaching Strategies Gold

Investigate the following web site: <http://teachingstrategies.com/>

Read and review information under tabs TEACH, ASSESS, GROW, and FAMILIES.

Make an audio explaining the following:

1. What does the program include?
2. List several ways teachers can use the tool?
3. How do you know if this screening tool is reliable and valid?
4. Is there an inter-rater reliability requirement?
5. What does the tool offer for parents?

Include your audio explanation here:

**Child Learning Portfolio Development**

Activity 8: Child Writings

1. Listen to the audio tutorial while following along with "Grips" handout.
2. Review the following guides: "Stages of Writing Development," "Stages of Early Writing Development," "Developmental Stages of Writing."
3. Start to collect writing samples from your child.
4. Collect a writing sample from your child. Attach a copy here:
5. Use the guides to do an analysis of the sample. Attach a copy here:
6. Place the writing sample with analysis in the child's learning portfolio.

Activity 9: Anecdotal Observations

1. Observe the child no more than 5-10 minutes.
2. Include at least one photo of the child demonstrating their behavior during the observation.
3. Describe behavior. Include only facts/quantitative data.
4. Write a summary statement based on the anecdotal observation to include your recommendations for growth in each of the 4 domains: Intellectual, physical, emotional and social. Include your summary here:
5. Include the picture of the child during this observation and notes of observation.
6. Place the completed photo and documented anecdotal observation in your child learning portfolio.
7. List any question you still have about anecdotal observations here:



## ECE F235 Screening, Assessment and Recording eLearning and Distance Education

### Lesson 7: Reflection Assignment

I have used **Purple** for this outline. Please document your comments and answers in black. I will comment directly in the body of this document using the review option in word, then return the assignment to you. My comments will be in **red**.

Before turning in this assignment be sure to include your full name in the upper right header, use appropriate grammar, check your spelling, and cite appropriately using APA style. For further information about APA see <http://www.apastyle.org/>

#### Audio Introduction for Lesson 7:

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

#### Review of Lesson 6: Briefly answer the following:

1. What did you learn about child writing and drawing?

#### Textbook Reading- Six Simple Ways to Assess Young Children

Read pages 71-86

#### Putting it All Together Part 1: Child Learning Portfolio

Listen to the tutorial to prepare for your final presentation.

List any questions about the child learning portfolio here:

#### Self-Reflection Activity/Journal Share

Think about your current work with young children, your own children, or people you tend to spend around each day. Answer the following questions. Each question should be about a paragraph long. (A paragraph is 3-5 sentences.)

#### Observational Goal Setting

List 5 Specific Goals to Hone Your Observational Skills:

#### Honing Your Observation Skills

The Assessment and Curriculum Process

1. Follow PowerPoint- listen to audio when you see the audio icon
2. Play vignette 12
3. Answer the following:
  - In what ways does the physical environment capture the child's interest?
  - In what ways does the teacher encourage him as he explores the bottles and the tubs and watches what is happening outside?
  - What might be some additional strategies to extend his interest and discoveries?

**Recording Examples:**

Interpreting Data, Recording Samples and Developing a Portfolio Sample

1. Listen to the audio as you follow along with each handout

**Child Learning Portfolio Development**

Activity 10: Audio (and/or video) Recordings

1. Take a video recording of your child
2. Be sure it is no more than 5 minutes. Attach a copy here:
3. Write a summary statement based on the anecdotal observation to include your recommendations for growth in each of the 4 domains: Intellectual, physical, emotional and social. Include your summary here:
4. Place the video with analysis in the child's learning portfolio.



## **ECE F235 Screening, Assessment and Recording** eLearning and Distance Education

### **Lesson 8: Reflection Assignment**

I have used **Purple** for this outline. Please document your comments and answers in black. I will comment directly in the body of this document using the review option in word, then return the assignment to you. My comments will be in **red**.

Before turning in this assignment be sure to include your full name in the upper right header, use appropriate grammar, check your spelling, and cite appropriately using APA style. For further information about APA see <http://www.apastyle.org/>

#### **Audio Introduction for Lesson 8:**

Listen to the audio recording. List any remaining questions or comments about the lesson once completed.

#### **Review of Lesson 7:** Briefly answer the following:

1. What concerns do you have about finalizing your child portfolio and final presentation?

#### **Textbook Reading- Six Simple Ways to Assess Young Children**

Read pages 87-96

#### **Putting it All Together Part 2: Child Learning Portfolio**

Listen to the tutorial to prepare for your final presentation.

List any questions about the child learning portfolio or final presentation here:

#### **Honing Your Observation Skills**

How Do You Continue to Grow as an Observer?

1. Follow the PowerPoint- listen to audio when you see the audio icon
2. Answer the following:
  - Which of the items listed on the last slide are things you currently do?
  - List the items you would like to develop in the near future and why.

#### **Child Learning Portfolio Development**

1. Activity 11: Narrative Summary Assignment
2. Complete a first draft. Attach a copy here: