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and Bilingual Department**

CTRE Faculty Development Workshop
July 2, 2013 and July 3, 2013

**CREATING EFFECTIVE
LEARNING OUTCOMES AND
OBJECTIVES
FOR SYLLABI**

Agenda

- ž Using a backward design approach to plan for learning
- ž Addressing content, skills, and processes to support learning
- ž Supporting program goals
- ž Planning to address course goals and objectives (as stated in course outline)
- ž Examples
- ž Sharing our experiences of planning for learning

Using a backward design approach to plan for learning

- ž Model introduced by Wiggins and McTighe
 - Plan by choosing the key concepts you want to address
 - Choose goals, objectives, and standards
 - Design assessments (How they show what they know?)
 - Pre-assessments
 - Formative
 - Summative
- ž Overarching (above and beyond the unit)
 - Understandings
 - Essential questions
- ž Unit or topic
 - Understandings
 - Focus questions

Addressing content, skills, and processes to support learning

- ž Content knowledge
 - Range and scope
 - Introducing, reinforcing and building, applying what they have learned
- ž Skills needed for success (content and application)
 - Course
 - Field and career
- ž Processes
 - Develop understanding of content
 - Build skills
 - Take theory and research into application

Supporting program goals

- ž Placement of course in program sequence
 - Beginning – introduction of understanding of concepts and skills
 - Middle – reinforce and build understanding of concepts and skills
 - End – apply knowledge of concepts and skills

- ž Integration with course goals

Planning to address course goals and objectives (as stated in course outline)

- ž What to include
 - Content
 - Skills
 - Position in the sequence of courses

- ž Integration with program goals

Examples

Course – Young Child (foundational course in development, a prerequisite for most other courses)

- Created milestone charts for each developmental stage and addressing each domain. They used these to address case study vignettes in exams where they had to describe a potential behavior in each domain, set a goal for that behavior, and provide classroom implications to address the goal.
- Piagetian tasks – performed Piagetian tasks with a preschool child using a script and recording child's responses. They then assessed the responses of the children in terms of Piaget's model
- Classroom observation – observed in the classrooms of the children they were going to use for case study and addressed categories. They wrote reports of what they observed in the classrooms, using examples from data and discussing the impact of the environment and relationships on the children being observed for the case studies.

Examples (cont.)

- Case study
 - Observed the same child from classroom observation
 - Took data that related to all of the listed domains (choices for each category)
 - Coded data and used it to discuss child in terms of the various domains
 - Analyzed data to make some recommendations for supporting ongoing development of the child in each domain based on Vygotsky's ZPD
 - Required to cite sources within text and in reference section
 - Mechanics and clarity of written expression assessed

Sharing our experiences of planning for learning

Open discussion of creating learning outcomes and objectives for syllabi

References

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

I have built my syllabi using the previous syllabi created by former and current faculty. Dr. Patricia Steinhaus has shared her syllabi and reviewed changes that I have made and continue to make. I am extremely appreciative of her generosity with her time and other resources.

Name:

Date:

**The Young Child (ECH 4002/5020)
Case Study Rubric (100 pts.)**

Carefully choose a child that you would like to study. You may use the same child for the case study as you used for the Preschool Task Interview. The child study will be most useful to you if you choose a child who is between 36 and 60 months old. He/She must be one whom you can observe in a classroom setting and must be a **preschool** child.

The case study must include **detailed** observations and provide some context that describes the situation in which they occurred. Avoid summarizing what you observe. (Observations should **not** include general statements such as, “The child played with blocks.” Be much more specific in describing what you observe: “The child took the unit blocks from the shelf in the block area and stacked them vertically, broad sides together. He said, “I’m building a fire station.” Then he drove the fire engine into the stack of blocks and knocked it down. He said...) Avoid subjective statements while you are observing, such as, “The child was sad or angry”. Instead describe the child’s actual behavior. You will include your own interpretations and reactions in your summary and interpretation section. Your report must include the following sections:

A. Introduction and basic information

B. Observations

1. Physical/Motor
2. Social/Emotional
3. Cognitive
4. Language

C. Summary, Interpretations and Conclusions

The summary must address each of the four domains of development and relate them to the developmental theorists that have been discussed in your text and in class.

Data	1	5	10	15
<i>Non-evaluative, detailed and rich descriptions of behaviors and events across domains (i.e., physical/motor, social/emotional, cognitive, language/communication)</i>	The data is sparse and tends to be summary rather than specific.	Overall the descriptions of events and behaviors are brief, rarely including what led up to and followed them, and tend to focus on a narrow range of behaviors (e.g., problematic, competent, appropriate, inappropriate) and includes little or no actual dialogue (peer/peer, adult/child).	There are some descriptions of events and behaviors that are complete, including what led up to and what followed them, and they sometimes include a full range of behaviors (e.g., problematic, competent, appropriate, inappropriate) and includes some dialogue (peer/peer, adult/child).	Overall descriptions of events and behaviors are complete, non-evaluative, include what led up to and followed them, represent a full range of behaviors (e.g., problematic, competent, appropriate, inappropriate) and includes explicit dialogue (peer/peer, adult/child). There is observational data included for all domains.

Comments:

Paper – Introduction and Conclusion	1	4	7	10
<i>Introduction & summary that generally references the purpose of the paper, the setting, and the individual child.</i>	No introduction or conclusion.	Either the introduction or conclusion is missing or they are very sparse.	There is an introduction and a conclusion but one or both are incomplete.	There is an introduction that sets the stage for the discussion and a conclusion that brings the paper to a close.

Comments:

Paper – Introduction to the child	1	4	7	10
<i>Addressed age, grade, general characteristics of child</i>	There is a brief introduction to the child but many of the descriptions are value laden and not supported by data.	There is an introduction to the child that are based partially on observations and information learned through teacher interview. The introduction includes some descriptions of the child’s temperament and general statements related to some of the domains. Many of the descriptions are value laden.	There is a good introduction to the child based on observations and information learned through teacher interview. The introduction includes some descriptions of the child’s temperament and general statements related to speech and language, social and emotional, physical, and cognitive development. Some of the descriptions are value laden.	There is a thorough introduction to the child based on observations and information learned through teacher interview. The introduction includes some non-evaluative descriptions of the child’s temperament and general statements related to speech and language, social and emotional, physical, and cognitive development.

Comments:

Paper – Physical Development	1	4	7	10
<i>A good description of the child related to physical development, including implications for classroom practice, supported by theory and research.</i>	The discussion of the child relative to physical development is brief, not supported by data and there are no implications for practice or connections to theory/research.	There is a discussion of the child relative physical development but much of it is not supported by examples from data. There are a few implications for classroom practice but it is not clear that they would support the ongoing growth and development of the child, and only a few of them are grounded in theory and research.	There is a good discussion of the child relative to physical that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child, but only a few of them are grounded in theory and research.	There is a thorough discussion of the child relative to physical development that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child and they are grounded in theory and research.

Comments:

Paper – Cognitive Development	1	4	7	10
<i>A good description of the child related to cognitive development, including implications for classroom practice, supported by theory and research.</i>	The discussion of the child relative to cognitive development is brief, not supported by data and there are no implications for practice or connections to theory/research.	There is a discussion of the child relative cognitive development but much of it is not supported by examples from data. There are a few implications for classroom practice but it is not clear that they would support the ongoing growth and development of the child, and only a few of them are grounded in theory and research.	There is a good discussion of the child relative to cognitive that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child, but only a few of them are grounded in theory and research.	There is a thorough discussion of the child relative to cognitive development that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child and they are grounded in theory and research.

Comments:

Paper – Social	1	4	7	10
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and Emotional Development				
<i>A good description of the child related to social/emotional development, including implications for practice, supported by theory and research.</i>	The discussion of the child relative to social/emotional development is brief, not supported by data; there are no implications for practice or connections to theory/research.	There is a discussion of the child relative to social/emotional development but much of it is not supported by examples from data. There are a few implications for practice but it is not clear that they would support ongoing growth and development of the child, and only a few of them are grounded in theory and research.	There is a good discussion of the child relative to social and emotional development that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child, but only a few of them are grounded in theory and research.	There is a thorough discussion of the child relative to social and emotional development that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child and they are grounded in theory and research.

Comments:

Paper – Speech and Language Development	1	4	7	10
<i>A good description of the child related to speech/language development, including implications for practice, supported by theory and research.</i>	The discussion of the child relative to speech/language development is brief, not supported by data; there are no implications for practice or connections to theory/research.	There is a discussion of the child relative to speech/language development but much of it is not supported by examples from data. There are a few implications for practice but it is not clear that they would support ongoing growth and development of the child, and only a few of them are grounded in theory and research.	There is a good discussion of the child relative to speech and language development that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child, but only a few of them are grounded in theory and research.	There is a thorough discussion of the child relative to speech and language development that is supported by examples from data. There are several implications for classroom practice that would support the ongoing growth and development of the child and they are grounded in theory and research.

Comments:

Paper – Summary and Interpretation	10	15	20	25
<i>A good summary and interpretation of data in each domain where development is compared to milestones and developmental theorists to determine relative strengths, challenges, and ongoing support in each domain.</i>	The summary and interpretation of data is sparse and does not address all domains. There is little reflection and the comparison to milestone charts is sparse. There are only minimal connections made to theories, research, or ongoing support.	There is an adequate summary and interpretation of data in at least 2 of the 4 domains that is both reflective and analytical. The discussion in the other two domains is sparse. There is an adequate analysis where data is compared to typical development as described in milestone charts (e.g., physical, speech), Piaget (e.g., cognitive) and Erikson (e.g., social/emotional) to determine strengths, challenges, and support for the child in appropriate domains. Vygotsky's theory of ZPD is used to identify appropriate ongoing support in each domain.	There is an adequate summary and interpretation of data in each of the 4 domains that is both reflective and analytical. There is an adequate analysis where data is compared to typical development as described in milestone charts (e.g., physical, speech), Piaget (e.g., cognitive) and Erikson (e.g., social/emotional) to determine strengths, challenges, and support for the child in appropriate domains. Vygotsky's theory of ZPD is used to identify appropriate ongoing support in each domain.	There is a detailed summary and interpretation of data in each of the 4 domains that is both reflective and analytical. There is a detailed analysis where data is compared to typical development as described in milestone charts (e.g., physical, speech), Piaget (e.g., cognitive) and Erikson (e.g., social/emotional) to determine strengths, challenges, and support for the child in appropriate domains. Vygotsky's theory of ZPD is used to identify appropriate ongoing support in each domain.

Comments:

Total Points _____

Total

No reference section (5 pts.)	-	_____
No in-text citations (5 pts.)	-	_____
Edits needed for mechanics (5 pts.)	-	_____
Edits needed for clarity (5 pts.)	-	_____
Total for Paper	-	<u> /100 </u>

Summary Comments:

Remember the Format for All Written Assignments:

- | All assignments must be in type-written or word processed form
- | Assignments must be double-spaced and in 12 point font
- | Pages must be numbered
- | A title page designating the name of the assignment, the student’s name and the date must be included as a part of all assignments
- | All assignments must include a header, such as the one on this syllabus, that includes the student’s name, the name of the assignment (e.g., case study, essay, family data) and the date.
- | **NO ASSIGNMENTS DONE OUTSIDE OF CLASS WILL BE ACCEPTED IN HANDWRITTEN FORM**

Description of Project (Taken directly from syllabus)

In writing your report, do not use bullets or numbers that correspond to each of the detailed items below. Write the report as a narrative, using sentence and paragraph form. Identify and provide headings for the three sections (A, B, and C) and for the four domains of development under sections B and C.

The following bullets are a guide to the details necessary to adequately describe the child’s development.

Section A: Basic Information

- | Date, time and place of the observation and interview.
- | Child's first name, birth-date and age at the time of the observation.
- | Health history: whether the child was full-term or premature (and size at birth), any health issues that have required medical care or hospitalization or recurring conditions (such as asthma, ear infections, etc), any accidents requiring medical care.
- | Family information, including whether the child has siblings, how many and their ages, what adults are in the home and what adults or older siblings play a significant role in the child's life, whether this is a one or two parent household and who is the primary caregiver.
- | Describe the child’s daily activities. What is the child’s typical day and week? Does the child have any regular or routine activities outside of the home (Babysitting, play-group, lessons, etc.)
- | Describe child-care arrangements, if any, that are in place and school routine.

Section B : Observations

1. Observations in the physical/motor domain

- | Give a physical description of the child.
- | Describe the child's activity during a meal or snack time
- | Describe an activity that involves the use of small/fine motor coordination, such as self-help skills.
- | Describe an activity that involves the use of large/gross motor coordination

2. Observations in the social/emotional domain

- | Describe how the child functions in a transition situation (from story-time to snack, for example)
- | Describe two different incidents of peer interaction.
- | Describe interactions between the child and the teacher.
- | Describe interactions between the child and one of his parents.
- | Describe one dramatic play episode.
- | Describe his approach to learning or new situations
- | Describe his self-direction and ability to persist with an activity
- | Describe his approach to problem-solving and/or conflict resolution
- | Describe his self-control and ability to follow classroom rules or guidelines

3. Observations in the cognitive domain

- | Describe one activity that involves the child's use of number, quantity or counting.
- | Describe a sorting activity or one in which the child categorizes or matches materials.
- | Describe the child's use of unit blocks or other construction materials such as wooden unit blocks, Legos® or Lincoln Logs.
- | Describe the child's use of play dough, sand, water or other fluid material.
- | Describe the child's use of art or construction materials for the purpose of creative expression or representation.

4. Observations in the language/communication domain

- | Record the child's expressive and receptive language in two peer interactions.
- | Record the child's expressive and receptive language in two adult-child interactions
- | Record the exact language of one narrative (relating an experience) by the child.
- | Describe the child's receptive language skills
- | Describe the child's expressive language skills. Comment on his/her vocabulary and articulation.
- | Describe the child's understanding of the purpose of print
- | Describe the child's knowledge of letters, if any
- | Describe the child's comprehension of and response to stories read aloud.
- | Describe the child's independent use of books. How does he handle them? How does he use them? Refer to your text and use the stages of reading as a basis for this observation.
- | Describe the child's own attempts at writing or graphic representation of language – (drawing and or writing). Include a sample or copy of the child's work.

C. Summary and Interpretations

This section should be written as the summary of an assessment. Provide a summary of your observations that includes your reflections and conclusions. You must provide and discuss evidence from your recorded observations to support or document your summary statements. Address each of the four domains of development. Align or compare your observations with the milestones of development and the developmental theorists. Identify any domains which may be strengths or weaknesses.

1. Summary of the child's and family's background information, referencing possible impacts according to Bronfenbrenner
2. Summary of physical/motor development and comparison to age-typical development using the milestones chart
3. Summary of social/emotional development and comparison to age-typical development and Erikson's stages of social development
4. Summary of cognitive development and comparison to age-typical development and Piaget's stages of cognitive development
5. Summary of language development and comparison to age-typical development

Early Childhood – Primary and Bilingual Department

Program Objectives:

The early childhood education program has been designed for students to become reflective practitioners who:

1. Identify how students differ in their approaches to learning according to diverse needs, abilities, learning styles cultural and linguistic backgrounds, ages and stages.
2. Articulate and utilize the knowledge of subject areas described in the Illinois Learning Standards, in developing lesson plans and units of instruction through grade three.
3. Evaluate, select and use a variety of instructional strategies to students' development of critical thinking, problem solving and performance skills.
4. Create instructional opportunities that are adapted to diverse learners and age groups.
5. Use appropriate technologies to enhance both students' learning and their own professional competence.
6. Plan a learning environment that is responsive to the needs of children from diverse cultural and linguistic backgrounds, differing abilities, and learning styles, taking into consideration physical arrangement of the classroom, materials and equipment available, scheduling and routines.
7. Create a classroom environment in which children feel comfortable, valued, engaged and challenged, and in which they are given opportunity to learn on their own and from one another.
8. Use knowledge of effective written, verbal, nonverbal and visual communication techniques to foster inquiry, collaboration and supportive interaction with children and parents, taking into consideration a range of different perspectives, beliefs and values.
9. Use assessment strategies including observations, performance-based assessment and standardized tests to monitor children's progress in all areas of development and achievement on state learning standards.
10. Foster relationships with parents, colleagues, and agencies in the larger community to support students' learning and well-being.
11. Articulate and apply NAEYC's Code of Ethical Conduct to make difficult day to day teaching decisions as well as long-term practice.
12. Practice reflective teaching which includes honest self-reflection, self-evaluation and lifelong learning.
13. Understand education as a profession and articulate theoretical as well as practical knowledge underlying professional practice to families, colleagues and other professionals.
14. Make ongoing contributions to the field of education by mentoring peers and beginning teachers, making presentations to parents and colleagues at meetings, conferences.
15. Demonstrate desirable teacher dispositions essential for effective teaching.

Student Outcomes:

Upon completing the early childhood education program which is based on the students will become reflective practitioners who will:

1. Articulate, select and integrate knowledge of child development and learning in individual, family, cultural and community contexts, as it relates to curriculum planning, instruction and assessment.
2. Select and plan appropriate curriculum and assessment techniques for children with diverse cultural and linguistic backgrounds, differing abilities and learning styles, promoting physical and mental health; and integrate in-depth knowledge of subject areas described in the Illinois Birth to 3 Program Standards, Illinois Early Learning, and Illinois Learning Standards through third grade (English language arts, mathematics, science, social science, physical development and health, the fine arts, and social-emotional domains).
3. Implement appropriate curriculum and assessment techniques through effective teaching approaches and methods for promoting children's learning in different content areas and for enhancing different aspects of children's development that come from diverse cultural and linguistic backgrounds, differing abilities and learning styles.
4. Identify and implement a variety of strategies and methods for creating and managing a positive learning environment in the classroom, where children from diverse cultural and linguistic backgrounds, and with different learning abilities and styles feel comfortable, valued, engaged and challenged, and in which they are given opportunities to learn from one another and on their own.
5. Use knowledge of effective nonverbal, verbal, written, visual and electronic communication techniques to foster active inquiry, collaboration and supportive interaction with children, parents, professional colleagues and the community, taking into account a range of different perspectives, beliefs and values.
6. Interpret, select and use formal and informal assessment methods and instruments to monitor children's progress on state learning standards and in all areas of learning and development to include use of observation, performance-based assessment, and standardized tests. Use a variety of strategies to assess and monitor program effectiveness.
7. Initiate, sustain, and support positive and effective relationships with children, families, and professional colleagues, and agencies in the larger community to support students' learning and well-being.
8. Continually evaluate pedagogical choices, demonstrate knowledge and commitment to NAEYC's Code of Ethical Conduct, and actively seek out opportunities for professional growth which include honest self-reflection, self-evaluation, and lifelong learning.
9. Demonstrate an awareness and commitment to developing desirable teacher dispositions, thus acquiring qualities and attributes that are essential for effective teaching.

Early Childhood – Primary and Bilingual Department

Assessment Plan – Documenting Faculty Impact on Student/Candidate Learning

Program Objective	Student Outcomes	Assessment	Standards	Criteria for Grading
1, 3 8, 11, 12, 13, 15	1, 5-9	Initial Essay	ILAS 1, 2 ITS 1, 2 IPTS 2, 5 NCATE 1-3, 6, 7	5 % or 50 points
1, 3, 4, 6, 8, 9, 11-15	1, 2, 5-9	Exams 1, 2, 3	ILAS 1, 2 ITS 1, 2 IPTS 2, 3, 8 NCATE 1-7	30 % or 100 points, each test
1, 2, 8-15	1, 2, 5-9	Preschool Task Interview	ILAS 1, 2 ITS 1, 2 IPTS 2, 3, 8, 10 NCATE 1-3, 6, 7	11% or 100 points
1, 2, 8-15	1, 2, 5-9	Case Study	ILAS 1, 2 ITS 1, 2 IPTS 2, 3, 8, 10 NCATE 1 - 7	11% or 100 points
1-3, 8, 10-15	1, 2, 5-9	Observation Hours	IPTS 1-11 NCATE 1 - 7	5 % or 50 points
1-3, 8, 10-15	1, 2, 5-9	Classroom Observation Report	ILAS 1, 2 ITS 1, 2 IPTS 1-11 NCATE 1 - 7	11 % or 100 points
1, 3, 10, 11, 14, 15		Class Participation	IPTS 1-11 NCATE 1- 9	11 % or 100 points

Grading Policy:

Performance Level	Grade Distribution	Percentage	Point Range
Target	A	100-90% (if all projects complete)	800-720
	B	89-80% (more than one incomplete project = C)	719-640
Acceptable	C	79-70% (if more than 2 incomplete projects = D)	639-560
Unacceptable	D	69-60 % (if more than 3 incomplete projects = F)	559-480
	F	59 % or below	479

Time on Instructional Activities Inside and Outside of the Classroom:

CSU Credit Hour Definition – This is a 3 sh course. For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a *minimum* of two additional hours on out-of-class student work assignment in addition to studying (6 hours for this class).

Case Study

Carefully choose a child that you would like to study. You may use the same child for the case study as you used for the Preschool Task Interview. The child study will be most useful to you if you choose a child who is between 36 and 60 months old. He/She must be one whom you can observe in a classroom setting and must be a **preschool** child. You should do your classroom observation in the classroom where you will be observing this child.

The case study must include **detailed** observational data and provide some context that describes the situation in which they occurred. You should take data of what you actually observe using the T-chart format and you will submit your data with your final project. Do not rewrite your data before you submit it and make sure that your data is not summary; you should write what you actually hear and see. (Observations should **not** include general statements such as, "The child played with blocks." Be much more specific in describing what you observe: "The child took the unit blocks from the shelf in the block area and stacked them vertically, broad sides together. He said, "I'm building a fire station." Then he drove the fire engine into the stack of blocks and knocked it down. He said...") Avoid subjective statements while you are observing, such as, "The child was sad or angry". Instead describe the child's actual behavior.

When you write your paper you will summarize and interpret what you saw, and support what you say with explicit examples taken directly from your data and theory and research. You will include your own interpretations throughout your paper and you will write about the most significant interpretations, including suggestions for supporting the child in each domain using Vygotsky's theory of the Zone of Proximal Development (ZPD). This does not indicate that the child has a deficit; you are thinking of how to provide support for the ongoing growth and development for the child in each domain given what you have learned about him or her through your observations. Your report must include the following sections.

Introduction and Overview

You should open your paper with an introduction where you set the stage for your paper. Discuss the purpose of your paper, supporting what you say with theory and research. You should also include information about the setting where you are observing (e.g., an overview of the school, the classroom, staff, number of children, ages).

A. Basic Information (this is your introduction to the child)

After you have completed that paragraph you should write an introduction to the child where you provide a brief health and family history (either from information from the parent, teacher, or both). You should also include an overview of the child in each domain.

B. Observations

Here you should provide a discussion of the child in each domain using your observational data. You should make summary statements and interpret what you observed, supported by explicit examples from your data. You should also be sure to support your interpretations with theory and research.

1. Physical/Motor
2. Social/Emotional
3. Cognitive
4. Language

C. Summary, Interpretations and Conclusions

The summary must address each of the four domains of development and relate them to the developmental theorists that have been discussed in your text and in class. In addition to any other

theories that you may use, you must include suggestions for supporting the child in each domain using Vygotsky's theory of the Zone of Proximal Development (ZPD).

In writing your report, do not use bullets or numbers that correspond to each of the detailed items below. Write the report as a narrative, using sentence and paragraph form. Identify and provide headings for the three sections (A, B, and C) and for the four domains of development under sections B and C.

The following bullets are a guide to the details necessary to adequately describe the child's development.

Section A: Basic Information

- | Date, time and place of the observation and interview.
- | Child's first name, birth-date and age at the time of the observation.
- | Provide a physical description of the child, making sure to use objective descriptions that are relevant to the task (do not use descriptions such as pretty, crabby, chubby)
- | Health history: whether the child was full-term or premature (and size at birth), any health issues that have required medical care or hospitalization or recurring conditions (such as asthma, ear infections, etc), any accidents requiring medical care.
- | Family information, including whether the child has siblings, how many and their ages, what adults are in the home and what adults or older siblings play a significant role in the child's life, whether this is a one or two parent household and who is the primary caregiver.
- | Describe the child's daily activities. What is the child's typical day and week? Does the child have any regular or routine activities outside of the home (Babysitting, play-group, lessons, etc.)
- | Describe child-care arrangements, if any, that are in place and school routine.
- | Give an overview of the child in each domain.

Section B : Observations

1. Observations in the physical/motor domain (you must address all of these)

- | Describe the child's activity during a meal or snack time
- | Describe an activity that involves the use of small/fine motor coordination, such as self-help skills.
- | Describe an activity that involves the use of large/gross motor coordination.

2. Observations in the social/emotional domain (you must address at least four of these)

- | Describe how the child functions in a transition situation (from story-time to snack, for example)
- | Describe two different incidents of peer interaction.
- | Describe interactions between the child and the teacher.
- | Describe interactions between the child and one of his parents.
- | Describe one dramatic play episode.
- | Describe his approach to learning or new situations
- | Describe his self-direction and ability to persist with an activity
- | Describe his approach to problem-solving and/or conflict resolution
- | Describe his self-control and ability to follow classroom rules or guidelines

3. Observations in the cognitive domain (you must address at least four of these)

- | Describe one activity that involves the child's use of number, quantity or counting.
- | Describe a sorting activity or one in which the child categorizes or matches materials.
- | Describe the child's use of unit blocks or other construction materials such as wooden unit blocks, Legos® or Lincoln Logs.
- | Describe the child's use of play dough, sand, water or other fluid material.
- | Describe the child's use of art or construction materials for the purpose of creative expression or representation.

4. Observations in the language/communication domain (you must address at least six of these which include the first two bullets)

- | Record the child's expressive and receptive language in two peer interactions.
- | Record the child's expressive and receptive language in two adult-child interactions
- | Record the exact language of one narrative (relating an experience) by the child.
- | Describe the child's receptive language skills
- | Describe the child's expressive language skills. Comment on his/her vocabulary and articulation.
- | Describe the child's understanding of the purpose of print
- | Describe the child's knowledge of letters, if any
- | Describe the child's comprehension of and response to stories read aloud.
- | Describe the child's independent use of books. How does he handle them? How does he use them? Refer to your text and use the stages of reading as a basis for this observation.
- | Describe the child's own attempts at writing or graphic representation of language – (drawing and or writing). Include a sample or copy of the child's work.

C. Summary and Interpretations

While you have included summaries and interpretations within each section, supported by examples from your data and theory and research, in this section you will write summaries and interpretations of you most significant findings from each developmental domain. This should be written as the summary of an assessment. Support anything that you say with examples from your observations that include your reflections and conclusions. Align or compare your observations with the milestones of development and the developmental theorists. Identify any domains which may be strengths or weaknesses.

1. Summary of the child's and family's background information, referencing possible impacts according to Bronfenbrenner
2. Summary of physical/motor development and comparison to age-typical development using the milestone's chart
3. Summary of social/emotional development and comparison to age-typical development and Erikson's stages of social development
4. Summary of cognitive development and comparison to age-typical development and Piaget's stages of cognitive development
5. Summary of language development and comparison to age-typical development
6. Suggestions for ways to support ongoing development in each domain using Vygotsky's theory of the Zone of Proximal Development (ZPD)

Early Childhood – Primary and Bilingual Department

Course Objectives:

Upon completion of this course students will define, describe, and interpret various aspects of:

1. Cognitive development
 - a. Stages of cognitive development and their characteristics (SO 2, 3, 5)
 - b. Major theories of cognitive development (SO 1, 2, 3)
 - c. Major theories and stages of language acquisition and development (SO 2, 3, 5)
2. Psycho-motor development
 - a. Characteristics of psycho-motor development in children ages 0-8 (SO 2, 3, 5)
 - b. The relationship between fine and gross motor development and children's learning (SO 2, 3)
3. Social-emotional development
 - a. Stages of social-emotional development and their characteristics (SO 2, 3, 5)
 - b. Major theories of social-emotional development (SO 2, 3, 5)
 - c. The development of social relationships in young children (SO 2, 3, 5)
 - d. The relationship of play in the areas of development (SO 3)
4. Assessment and diversity
 - a. The screening process for children at risk in the early childhood education program (SO 2, 3, 5)
 - b. The use of developmental milestones in the assessment and referral of students for special services (SO 2, 3, 5)
 - c. The relationship between gender and individual development (SO 2, 3, 5)
5. Uses of observation
 - a. Basic techniques of observing children (SO CF 2, 3, 5)
 - b. The various types of programs available to young children (SO 2, 5)
 - c. What constitutes a case study and the completion of a case study (SO 2, 3, 5)