**Sample Assignment Descriptions for field experiences**

**CD 101 Observations (see syllabus)**

Midterm Report – 40 points  
Final Report – 60 points

NOTE: Students will have opportunities in class to practice observations skills using video. **You should thoroughly review the observation handbook before the observation process and use it as a guide as you write your observation narrative.**

You will observe four different children representing **four different age ranges:**

1. Infant: birth to about 18 months  
2. Toddler: 18-36 months  
3. Preschool: 3-5 years  
4. School age: 6-12 years

Observations will take place in a naturalistic setting (daycare, home, playground, church, store, etc) with an **active** child. (Please do not submit observations where all the child does is watch television or play video games or talk on their cell phone.) The child cannot be your own son or daughter and you should not interact with the subject of your observation. Your role is simply to observe and write down what you observe.

Each observation will take about two hours. You will take handwritten notes during the observation (please keep these as they will be collected.) You will then type the observation. This serves as the “narrative” section of the observation assignment.

The grading process is based on revisions. Students will receive extensive feedback on the first narrative observations. The second observations should include improvements from the first. Each observation should include revisions based on previous assignments.

**Midterm observation report:**
This packet will include the

1. Handwritten notes from the actual observations of one infant and one toddler  
2. The typed observations with instructor feedback  
3. Revised observations (based on feedback) with added **interpretations**  
4. Reference page

**Final observation report:**
This will include the

1. Handwritten notes from the actual observations of one preschooler and one school age child  
2. The typed observations with instructor feedback  
3. Revised observations (based on feedback) with added **interpretations**  
4. Reference page

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**CD 107 Safety Assessment (see syllabus)**  
15 points  
This assignment requires you to visit a child care center (or a home day care) and assess its safety. Please visit a different center from where you work. If you don’t have access to a different center, assess a different classroom.
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You will use the Safe and Healthy Childcare form attached to the assignment in Blackboard. Go over the form carefully BEFORE your visit so you will know what to look for and what to ask. Feel free to download the form and take it with you if that will help you organize your notes during the visit.

You should type your answers directly into the electronic form for submission. Make sure to respond thoroughly to open-ended questions, and always check your work for writing errors before submitting.

At the end of the document, please include a two paragraph reflection discussing your feelings about the visit and your overall perception of the safety of the facility. Relate what you saw, felt and learned to what you have been learning from the text on this topic. The assignment is NOT complete, and will not receive full points, if the reflective paragraphs are missing or do not include and discuss relevant information from the text.

CD 109 Final Paper 30 points (see syllabus)

Observe an early childhood setting for 2-4 hours. Write a 4-7 page paper based on your observations of the interactions between the children and the adults in the classroom as they pertain to language use. Be sure to include your observations of the environment, the language arts curriculum, emergent literacy occurrences and any and all attempts at encouraging the use of language in the classroom. If the classroom is multi-ethnic, multi-lingual or if there are any children with special needs, please include your observations of how these language differences are treated within the room. We will discuss this assignment at length during class.

CD 120 Observations (see syllabus)

Observations (45 points, 15 points each): Student will observe three different children representing different age ranges. Observations will take place in a naturalistic settings, licensed child care centers or programs. The child you observe cannot be your own son or daughter, and you should not interact with the child during the observation. Your role is to observe and write down what you observe.

Each observation will take about 45 minutes to 1 hour. You will take handwritten notes and the notes will be turned in with the completed assignment. More guidelines, information and rubric will be given at a later time.

CD 143: Observation Log and Interpretation (see syllabus)

Log (You will find the log template in Course Resources in your Bb page. Download it and use it while observing. Transfer (type) your written observations into an electronic version for submission.)

8 hours of observations. At least 3 hours of observation must be in an early childhood setting (make arrangements in advance with a teacher). The other 5 can be in any naturalistic setting (a park, a
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museum, a friend’s house). Plan to do your observations during a time when the child or children are likely to be engaged in activities or free play time. Break observations up so they are no longer than 1 hour each. Be sure to date each observation and note the time/location it was taken. Include a description of the setting or classroom. In your classroom observations, describe what materials/toys/centers are available for the children to learn math, science, and technology ideas and describe how they are using these areas. It is best not to do your observation while you are doing something else, such as working, relating to other adults, etc. You need to keep 100% of your focus on observing the children. As much as possible, do not interact with the child or children.

Note: This is a data-collection activity. You must do this part well in order to have enough information to do your observation analysis paper. Think of yourself as a video camera, writing down what you see. Also, remember the focus for your observations is math, science, and technology. Your goal is to observe children engaged in activities that relate to these topics.

Immediately after you have written the observation, begin the interpretation. Jot down 2-3 sentences about what you saw. Was there “inquiry” going on? How? Did you see evidence of experimenting with math or science concepts? Was there anything else important in that observation? This will help you in your analysis paper.

CD 149 Observation Hours (8 hours): see syllabus

Students will observe young children (0-8) in an early childhood setting. This may include a preschool or home daycare or early grade setting (k-3rd grade). It can also include a museum setting such as the Chicago Children’s Museum, the Art Institute, or it may include an outdoor setting such as the Lincoln Park Zoo or the Notebart Nature Museum.

Students will write an observation log and turn it in with each participation score chart (see Blackboard for more details).

CD 201 Case Study (see syllabus)

Hours Sheet with 30 observation hours & signatures – Pass/Fail

Hours sheet with director and classroom teacher signatures confirming student completion of 30 observation hours

Teacher Research Project – Case Study

• Childskills Checklist

ChildSkills Checklist administered while observing the child. The student will then scan the checklist, save it, and post it to Bb.
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• Developmental Statement

Use evidence from the Teacher Research/Case Study Project to write a 1 page strengths-based statement about the child’s development.

1) examine the child’s developmental strengths and areas that need particular support,

2) explore various strategies and activities to support the child’s development.

The statement should incorporate terms and concepts from the course from our textbooks, in-class activities and online resources.

• Documentation Panel

Use evidence from the observation log, Child Skills Checklist, photos, audio and/or video clips, and samples of the child’s work, to create a documentation panel that illustrates your journey as an observer of this child. There should be more image than text but the text should include terms and concepts from our readings. NOTE: I often use disposable cameras because they are inexpensive and easy to carry around (I also don’t mind if I happen to lose it). Many students often use their phone cameras. If you send digital images to me via e-mail (cnepstad@ccc.edu) I can print them in black and white. Please send them to me a full week before you would like the prints.

• Letter to the child’s family

Write a maximum 1 page letter to the family of the child from your Teacher Research Case Study. Please thank them for allowing you to observe their child. Go into detail about the child’s strengths and what you observed. Describe where you think this child needs more support and intervention. Be truthful and hopeful. Use professional language but write it so the family will understand what you are communicating to them. Type it in letter format and submit it to Bb. It is not mandatory that you send an actual letter to the families, but you may do so if you choose.

CD 258 Observation Log (see syllabus)

During the week’s observation hours, pay particular attention to children in play. The goal is to observe approximately three hours per week until you complete the 30 required observation hours. In your notes, be sure to include the date, time, and a general description of what is happening at the time of your observation. It can be free play time or it might be during lunch or outside on the playground or during circle time. Whatever is happening, the reader of your observation needs to have a general sense of the environment.

For example: 09-12-12, 10:00am, Free play

Your handwritten notes should be as detailed as possible. Be sure to include quotes when you are directly quoting what a child or teacher says. Be sure to write your notes in chronological order, and of
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course, be sure to use objective language. Do not include any identifying information about the child, the teacher, or the site.

During class, share your observation log with your classmates and with your instructor. You will be using your observation log for specific components of your Teacher Research project assignment.

When you have completed your hours, submit the signed hours sheet here along with a sample entry from your log. You may scan up to 4 pages from your observation log.

The points for this assignment are tallied based on the quality of your observation log as observed by your instructor and on the quality of the sample you submit.

The signed hours sheet is a pass/fail component to this course.

CD 258 Teacher Research Project Instructions

Below, is a full description of this ongoing project. For the assignment please submit your data - photos, time sampling, classroom map, and work samples (photos of children's work).

Teacher Research Project Observation Hours: Each week students will observe/volunteer in an early childhood setting for a total of 30 hours.

The hours-sheet will be signed by the classroom teacher as the student completes each session. When all 30 hours are completed, the director of the center will sign to verify completion. The student will scan this and submit it to Bb. This is a pass/fail component to the course.

Research Question: How is play supported in this ECE setting?

Sub question #1: When does play happen in this setting (time sampling)?

Sub question #2: What does play look like in this setting (observations, photos)

Weekly Teacher Research Notes and Data Share:

During observation hours, students will take notes in the Observation Log. Students are required to bring this to class each week.

A portion of class time will be dedicated for students to share the data they are collecting.

NOTE: The Teacher Research Showcase will take place on October 26, 2013