CDEV 120B – School Age Activities

Santa Ana College, Division of Human Services and Technology
Department of Child Development and Education Studies
Instructor: Dr. Mary Funaoka
Spring 2020 – 3 units

Class Information

Number	Days We Meet	Time We Meet	Location
81664	February 13, 27 March 12, 26 April 23 May 7, 21	8:00am-8:55am + online instruction	Century HS + online instruction

Instructor's Contact Information

Office Location: V-Building, 2nd Floor
Office Phone: 714-564-6812
Office Email: funaoka_mary@sac.edu

Canvas Site: https://rsccd.instructure.com
Skype Name: maryfunaoka

Office Hours

Tuesday	Monday/Wednesday/Friday	Thursday
9:20am-10:20am 11:45am-12:30pm	By appointment	9:20am-10:20am 11:45am-12:30pm

Course Text and Technical Requirements

Required Course Text: *Caring for School Age Children* (6th Edition) – ISBN 978-1-111-29813-5

Required Program: Animoto Video Maker (personal license - $16)

Technical Requirements:

1. Abide by the Santa Ana College Core Competencies and Student Learning Outcome #3B - Information Competency: Students will use technology learning tools and technology applications at a level appropriate to achieve discipline specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management;
2. Have frequent and dependable internet access with a high speed modem;
3. Type and electronically submit all assignments through Canvas

Course Overview

Course Description:

Focus on school age creative activities including planning and implementing an appropriate before and after school curriculum. Attention will be paid to integrating academics, recreation, and creative activities suitable for school age childcare programs. Fulfills partial requirements for the School Age Child Development Permit.

Course Objectives:

Upon successful completion of this course, students will be able to

- Use scientific methodologies; apply developmental theory and maturational guidelines in planning, choosing, directing and implementing school age activities and learning environments.
- Think critically, scientifically, and ethically, students will demonstrate learning by solving problems, explaining results and choosing appropriate strategies to deal with middle childhood behavior.
- Communicate effectively and fluently while listening, speaking, read, writing and using electronic delivery systems to be able to clearly and coherently express, analyze, and explain ideas, feelings and research that support a point of view, explain course content, present an argument, interpret others' ideas, formulate a conclusion and/or make a decision.
- Examine the components of linguistically, culturally, gender supportive, inclusive, age-appropriate, and anti-bias approaches in promoting optimum learning and development.
- Critically examine the needs of students with disabilities and develop strategies for assessment and observation and meeting standards mandated by legislation.
- Evaluate and assess the role that environment and development play in shaping pro social and antisocial behavior. Develop appropriate behavioral management strategies
- Observe, document and assess child growth and development in various settings.
- Explore employment opportunities available working with school-age children, and become familiar with professional organizations
- Learn about family strengths and stresses and how they impact children's learning
- Present in front of the class an informative presentation that includes the skills you have mastered as well as a thematic developmentally appropriate activity!

Course Expectations & Policies

Attendance and Participation:

Attendance – The class will meet eight times with dates and times listed on page 1. Students are allowed to miss a maximum of <u>one class</u>. In-person and online attendance and completion of the required activities by the first week of class is mandatory.

Participation – The purpose of class time is to discuss, reflect on, and assimilate the readings, reflections, and other assignments that have been completed prior to each week's meeting. It is essential that students plan carefully in order to complete all weekly assignments by the designated day and time. The following rubric will be used to evaluate and award participation points during class time, discussion groups, and online forums:

Participation Level	*Active Participation*	*Moderate Participation*	*Low Participation*
Preparation	Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Appears ready to participate and has completed most assignments and activities	Appears ready to participate and has completed most assignments and activities
Integration of Readings	Appears ready to participate and has completed most	Supports points during discussion but uses general references to	Rarely initiates discussion and is not able to reference

	assignments and activities	readings and other materials	required readings or other materials
Collaboration	Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material and ideas of others	Furthers the discussion and builds on the ideas of others; general or limited references to course materials or to ideas of others	Comments do not further the discussion and do not exhibit careful reflection on the material or ideas of classmates

Assignment Deadlines
Assignments are due via the posted dates on this syllabus. Late assignments will be penalized 10% each day after the assignment due date (up to 50%). Late assignments must be submitted no later than 5 days after it is due.

Authentication of Student Work
Authentication of student is important in an online/hybrid class. There are many ways to ensure that students who are getting credit in an online class are actually the students who are doing the work. In this class, authentication will be accomplished through multiples forums of engagement (discussion board, journal, blog, etc.), logging in with a unique username/password on Canvas, and instructor requests for revision and/or clarification on assignments.

Communication and Response Time
Communication: All course announcements and personal emails are sent through Canvas. Please be sure your email listed on Canvas is accurate and current. Check your email several times a week for important course updates and reminders. Post all course questions and clarifications through the weekly "Questions and Clarifications" discussion board. If emailing personally about your grades or assignments, please write a proper email that includes a greeting, specific request, and your full name. I expect your emails to be respectful and clear.

Response Time: My goal is to respond to all emails within 48 hours (except weekends). Assignments will be graded no later than one week after it has been submitted.

Netiquette
Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions.

Synchronous/Asynchronous Instruction
All course class sessions are asynchronous and synchronous as there will be both online and face-to-face instruction.

Syllabus
This syllabus is subject to changes to best accommodate students and meet the course objectives.

Chapter Discussion Board Posts (35 points):

For each chapter, you will write a discussion board post answering a minimum of <u>three</u> of the posted questions and respond to a minimum of <u>two</u> other students. There are a total of 7 chapter discussions

Discussion Board Scoring Guide

Criteria	No Journal Posted	Unsatisfactory	Satisfactory	Exemplary
<u>Initial Response</u> Demonstrates content knowledge, understanding and application gained from readings, assignments, mass media and/or coursework	0 points No journal posted.	1 point -Reflections show very little evidence of understanding course content knowledge, or application of content within course framework. -Reflection is less than 200 words.	2 points -Reflections demonstrate understanding of course content knowledge and application of content within course content framework using prior knowledge and 1-2 examples from course content when applicable. Reflections include critical thinking and synthesis. -Reflection is less than 200 words.	3 points -Reflections demonstrate understanding of course content knowledge and application of course content within course framework using prior knowledge and >3 examples from course content and other resources when applicable. -Reflections include critical thinking and synthesis. Reflections connect course concepts with other concepts in the subject matter area. -Reflection is 200 words or more.
<u>Response to Other Students</u> Participation in the online learning community	0 points No responses posted.	1 point (.5 points for each response) -Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. -response is 50 words or less	2 points (1 point for each response) -Discussion responses actively stimulate and sustain further discussion by building on peers' responses including: -building a focused argument around a specific issue -asking a new related question -making an oppositional statement supported by personal experience or related research. -response is 50 words or more	

Case Studies (30 points):

You will complete three case studiess intended to assess your understanding the expected readings for the week. The case study will be completed in pairs or groups of three to promote collaboration and idea generation.

School Age Lesson Plans (70 points):

You will create developmentally appropriate lesson plans for a target age group and program for each of the following areas: Chapter 11-Imagination and the Arts, Chapter 12-Science, Chapter 12-Math, Chapter 13-Literacy, Chapter 14-Career Options, Chapter 15-Health, Chapter 16-Fitness.

Program Plan (100 points):

The purpose of this assignment is give you an opportunity to consider the different components of an after school program or summer program and integrate your ideas and learning into a model plan.

Program Plan Presentation/Final (40 points):

You will present your program plan through a marketing video advertising your after school program or summer program. The video should include all the elements of your Program Plan assignment with the exception of the table of contents.

School Age Site Visit and Observation Paper (50 points):

You will observe an after school program and write a paper in which you analyze different components of the program (i.e. staffing, schedule, environment, curriculum, program considerations,

etc.) and its effectiveness for school age children

Extra Credit:

Extra credit will be available for students who submit all assignments on time and with a grade "C" or better. To "apply" for extra credit, please submit a proposal answering the following questions: a) What would you like to do for extra credit? and b) How does the work connect to the topic(s) covered in class? Once you've submitted your proposal and it has been accepted, a possible point value will be assigned and you can begin your assignment. Extra credit must be submitted by Friday of Week 6.

Academic Policies and Accommodations

Academic Dishonesty:

Academic dishonesty or cheating is defined as an intentional act of fraud in which a student seeks to claim credit for the work or efforts of another without authorization. This includes assisting other students in acts of dishonesty or coercing students into acts of dishonesty, whether it is in coursework or on exams. There is absolutely NO tolerance for plagiarizing and cheating in this class. Any student caught cheating or assisting another student in the act of cheating, will receive an "F" grade for the course.

Academic Accommodations:

A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Disabled Student Programs and Services (DSPS). To make arrangements for academic accommodations, contact the Disabled Student Office in Johnson Center, U-103, or phone (714) 564-6264, TTY (714) 564-6284 for a referral to the appropriate DSPS Department.

Child Development and Education Studies Department Mission Statement

Child Development and Education Studies is a multidisciplinary department devoted to being a leader and partner in meeting the intellectual, cultural, and technological workforce of educators and professionals working with families and children. We offer a combination program of academic courses, vocational activities, and service learning experiences that prepare students to: earn an associate degree, transfer to a university, earn diverse professional careers, and become child advocates and leaders of our community.

Santa Ana College Mission Statement

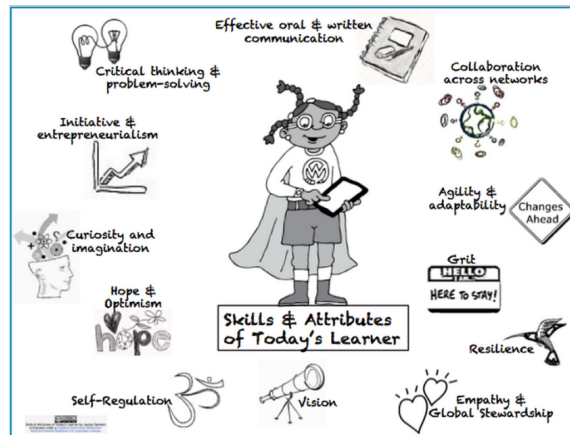*Santa Ana College inspires, transforms, and empowers a diverse community of learners.*

Grading

Assignment	Points Possible
Week 1	TOTAL: 0 points
Course Introduction and Student Reflections on CDEV 120A (face-to-face class)	0
Week 2	5
Discussion Board: Chapter 10 (online)	5
Week 3	0
Observation Paper Planning (face-to-face)	0

Week 4	5
Discussion Board: Chapter 9	5
Week 5	60
Case Study #1 (face-to-face)	10
Observation Paper Due	50
Week 6	10
Discussion Board: Chapter 16	5
Discussion Board: Chapter 11	5
Week 7	5
Discussion Board: Chapter 12 (face-to-face)	5
Week 8	15
Discussion Board: Chapter 13	5
Case Study #2	10
Week 9	10
Discussion Board: Chapter 14	5
Discussion Board: Chapter 15	5
Week 10	0
Lesson Plans drafting (face-to-face)	0
Week 11	10
Case Study #3	10
Week 12	70
Program Plan Outlining face-to-face)	0
Lesson Plans Due	70
Week 13	0
Program Plan Group Time	0
Week 14	140
Program Plan Presentations In-Class (face-to-face)	40
Program Plan Due	100
Week 15	0
Grades	0
Week 16	0
TBD	0

(A: 330-297, B: 296-264, C: 263-231, D: 230-197, F: below 197)   **TOTAL POINTS: 330**

Course Calendar			
Week	**Week of**	**Topic**	**Assignments Due**
1	February 10 (face-to-face)	▪ Course Introduction and Reflection on CDEV 120A course	
2	February 17	▪ Chapter 10: Games and Other Fun Things to Do	❑ Discussion Post and Response – Chapter 10
3	February 24 (face-to-face)	▪ Observation Paper Planning (face-to-face)	❑ Bring 3 ideas for after school programs to visit
4	March 2	▪ Chapter 9: Creating an Environment	❑ Discussion Post and Response – Chapter 9

5	March 9 (face-to-face)	▪ Case Study/Quiz #1 ▪ Observation Paper Due	❑ School Age Site Visit and Observation Paper (upload by May 15)
6	March 16	▪ Chapter 11: Imagination and the Arts ▪ Chapter 16: Using Community Resources	❑ Discussion Post and Response – Chapter 11 ❑ Discussion Post and Response – Chapter 16
7	March 23 (face-to-face)	▪ Chapter 12: Science and Math	❑ Discussion Post and Response – Chapter 12
8	March 30	▪ Chapter 13: Literacy ▪ Case Study #2	❑ Discussion Post and Response – Chapter 13 ❑ Case Study #2
9	April 13	▪ Chapter 14: Adult Roles ▪ Chapter 15: Getting and Staying Fit	❑ Discussion Post and Response – Chapter 14 ❑ Discussion Post and Response – Chapter 15
10	April 20 (face-to-face)	▪ Lesson Plans drafting (face-to-face)	❑ Bring device to create lesson plans
11	April 27	▪ Case Study #3	❑ Case Study #3
12	May 4 (face-to-face)	▪ Program Plan Outlining face-to-face) ▪ Lesson Plans Due	❑ Lesson Plans X 7 (hard copy) – bring to class
13	May 11	▪ Program Plan Group Time	❑
14	May 18 (face-to-face)	▪ Program Plan Presentations/ Final	❑ Presentation/Final ❑ Program Plan (hard copy in class)
15	May 25	▪ Grades	
16	June 1	▪ TBD	

Skills & Attributes of Today's Learner

Santa Ana College Student Services & Activities

Child Development, Teaching and Library Technology
FUTURE EDUCATORS

How can I contact the Child Development and Education Studies (CDES) Co-Chairs?
http://www.sac.edu/cdes

- Location: 2nd Floor V-Building (above Early Childhood Education Center), Room V-154
- Website: www.sac.edu/cdes
- Mary Funaoka: 714-564-6812
  - funaoka_mary@sac.edu
- Michelle Hardy: 714-564-6815
  - hardy_michelle@sac.edu

How can I contact the Human Services & Technology (HS&T) Division Office?
www.sac.edu/hst

- Location: SAC R-107-1
- Phone: (714) 564-6800
- Dean: Dr. Larisa Sergeyeva

Where can I get academic tutoring?
Learning Center!
www.sac.edu/learningcenter

- Location: D-307
- Phone: (714) 564-6569
- Tutoring hours vary by discipline
- Workshops available!

What support services and activities are available to me as a student?
www.sac.edu/StudentServices

- AB 540 Information
- Academic Talent Search
- Admissions & Records
- Assessment Center
- CalWORKs
- Career Center
- Counseling (Center for Teacher Education, MESA, University Transfer Center)
- Disabled Students Programs & Services (DSPS)
- Extended Opportunity Programs & Services (EOPS)
- Financial Aid
- Guardian Scholars
- Health Center
- International Students
- Laptop Loans
- Outreach
- Santa Ana Promise Program
- Student Life
- Student Success & Equity
- Student Support Services Program (SSSP)
- Students 4 Students Peer Mentor Program
- Veterans Resource Center
- Veterans Upward Bound

How can I get support with Canvas?
www.sac.edu/CanvasStudent

24/7 toll-free Canvas hotline: (844) 612-7428

Child Development 120B – Program Plan Assignment

Purpose & Task	The purpose of this assignment is give you an opportunity to consider the different components of an after school or summer program and integrate your ideas and learning into a model plan. In pairs or individually, your task is to develop a plan that includes the major components of an effective program for a target age group.

Directions	Your plan should include the following:
	
	 ❑ <u>Cover Page</u>
	   ▪ Program Name
	   ▪ Summer or after school program
	   ▪ Age group
	   ▪ City
	   ▪ Developed by:
	   ▪ Graphic/image
	 ❑ <u>Table of Contents</u>
	
	 ❑ <u>Background</u> [from discussion board]
	   ▪ Program Planning Approach (page 134) – explain which of the three approaches you are you using to guide your program and why
	   ▪ Anti-Bias Education (page 139) – explain how your program supports children's full development and understanding of our multiracial, multilingual, and multicultural world
	   ▪ Community Resources (chapter 16) – explain how your program will access and integrate community resources. Which ones will you partner with and why.
	   ▪ Ideal characteristics of your staff (chapter 1) and why
	 ❑ <u>Considerations for Program Planning</u> [from discussion board]
	   ▪ For each of the guidelines on page 144-145, explain how you've planned your program taking each of the ideas into consideration. How will your program meet each of the guidelines?
	   ▪ Which of the after school program components (pages 146-151) or summer program components (pages 153-155) will you include in your program?
	   ▪ Sample daily and weekly schedule (pages 152-153)
	 ❑ <u>Environment</u> [from discussion board]
	   ▪ Philosophy: Describe how the physical environment of your program will enhance development. (chapter 9)
	   ▪ Create a floorplan of both your indoor and outdoor space. Label each part. (chapter 9)
	   ▪ Rules, guidelines and procedures for your program (chapter 10)
	 ❑ <u>Curriculum</u>
	   ▪ Philosophy: Integrated Curriculum (page 142) – explain how your curriculum links two or more subject areas and/or communities and vocations
	   ▪ Lesson plan #1: Imagination and the Arts
	   ▪ Lesson plan #2: Science
	   ▪ Lesson plan #3: Math

	- Lesson plan #4: Literacy - Lesson plan #5: Career Options - Lesson plan #6: Health - Lesson plan #7: Fitness ❑ <u>Format</u> - Typed - Section headings - Cover page - Table of contents/page numbers - Double space (if applicable) - Bullet points (if applicable)
Scoring Guide	**100 points – Program Plan** *Late assignments are penalized 10% per class day it is late, up to 50%.*

100 points – Program Plan

Criteria	Proficient 20 points	Developing 16 points	Foundational 12 points
Background	Plan comprehensively and thoughtfully addresses the four background components of: program planning, anti-bias education, community resources, and staffing	Plan satisfactorily addresses the four background components of: program planning, anti-bias education, community resources, and staffing	Plan is limited in addressing the four background components of: program planning, anti-bias educa community resources, and staffing; one more comp missing
Program Planning	Plan comprehensively and thoughtfully addresses the three considerations for program planning: guidelines, program components, and sample schedule	Plan satisfactorily addresses the three considerations for program planning: guidelines, program components, and sample schedule	Plan is limited in addressing the three consideratio program planning: guidelines, program componen sample schedule; one more components missing
Environment	Plan comprehensively and thoughtfully addresses the three considerations for environment: philosophy, floorplan, and rules/ guidelines/procedures	Plan satisfactorily addresses the three considerations for environment: philosophy, floorplan, and rules/ guidelines/procedures	Plan is limited in addressing the three consideratio environment: philosophy, floorplan, and rules/ guidelines/procedures; one or more components m
Curriculum	Plan thoughtfully and comprehensively addresses the 11 components listed in the lesson plan template. All 8 lessons are original and complete.	Plan satisfactorily addresses the 11 components listed in the lesson plan template. All 8 lessons are original and complete.	Plan is missing 1 or more lesson plans and/or is lin addressing the 11 lesson plan components.
Writing/Format	Clear writing and formatting	Satisfactory writing and formatting	Foundational writing and formatting

40 points – Program Plan Presentation

Criteria	Exemplary 10 points	Proficient 8 points	Developing 6 points	Foundational 4 points
Organization	☐ Logical sequencing ☐ Menus and paths are clear ☐ Original; inventive; creative	☐ Somewhat logical sequencing ☐ Menus and paths are mostly clear ☐ Original	☐ Sequencing is poorly planned ☐ Menus and paths are sometimes confusing ☐ Little originality	☐ Sequencing is confusing ☐ Menus and paths are confusing ☐ Inconsistent ☐ Rehash of other people's ideas
Content	☐ Covers topic completely and in depth ☐ Content is readily understandable ☐ Media used contributes to understanding of topic	☐ Covers topic ☐ Content is mostly understandable ☐ Media used mostly contributes to understanding of topic	☐ Barely covers topic ☐ Content is somewhat understandable ☐ Media used somewhat contributes to understanding of topic	☐ Does not adequately cover topic ☐ Content is confusing ☐ Media used does not contributing to understanding of topic

Graphic Design	☐ Effective combination of multimedia and persuasive design elements ☐ Excellent use of navigational tools and buttons ☐ Graphics effectively entice audience; accurately convey message	☐ Good combination of multimedia and design elements ☐ Adequate navigational tools and buttons ☐ Visuals and images are attractive; adequately conveys message	☐ Some use of multimedia and design elements ☐ Some buttons and navigational tools work properly ☐ Use of visuals and images is limited; message is conveyed	☐ 0-1 media used ☐ Buttons and navigational tools are absent or confusing ☐ Use of visuals and images is confusing or absent; message is confusing
Mechanics	☐ Correct grammar, usage, mechanics, and spelling ☐ All sources are correctly cited	☐ Few grammar, usage, mechanics, or spelling errors ☐ Most sources are correctly cited	☐ Several grammar, usage, mechanics, or spelling errors ☐ Some sources are incorrectly cited	☐ Obvious grammar, usage, mechanics, or spelling errors ☐ Sources are not cited

School-Age Lesson Plan Template

Activity Title	
Description	
Learning Goals	
Materials	
Space Requirements	
Safety Considerations	
Procedure (describe what to do – use bullets or steps)	
Staff Needed	

Ages/ Grade Span	Time to Complete Activity	How many students can participate?	Multi-day activity?

Extensions	
Documentation & Reflections	

Lesson Planning Template Instructions

This template is a sample to provide guidance to your activity planning for your school-age program. This is only one format. You may decide on another format that better suits your program needs. The following components are important components to consider in your activity planning.

- **Activity Title** – How will you reference the activity?

- **Description** – A one to two sentence statement broadly describing the intent of the activity.

- **Learning Goals** – What do you hope children/youth will gain from participating in the activity?

- **Materials** – what materials or tools will be needed for children/youth to do the activity?

- **Space Requirements** – Will the activity occur indoors or out? What kind of table or floor space will be needed to implement the activity?

- **Safety Considerations** – Are there any specific safety rules that children/youth need to know? Is there any specific safety equipment that needs to be worn (e.g. safety goggles).

- **Procedure** – Describe step by step instructions about what to do. How the activity will be carried out. What role will the staff play? What will the children do?

- **Staff Needed** – How many staff will be needed for this activity? What will staff need to know and be able to do? What is the ratio of staff to children for this activity?

- **Duration** – Over what timeframe will the activity occur?

- **Age(s)/Grade Span** – What age(s) or grade span will the activity target? This is important to consider when thinking about skills required to do the activity, safety considerations, etc.

- **Extensions –** What else might you be able to do to deepen the experience of this activity?

- **Reflection & Documentation** – What information will you gather to determine what children/youth learned and felt about the activity? What will you do to record the experience (e.g. process and products created by the children, etc.)?

Child Development 120B
After School Program Site Visit Report

Purpose & Task	The after school program site visit report is intended to you give you an opportunity to observe a program in order to assess the activities, behaviors, environment, and overall effectiveness. During the observation, you will complete a checklist and take observational notes. Plan to observe the after school program of your choice for at least 1 hour. You may not observe a program for which you already work. After visiting the site, you will write a detailed report that describes and interprets your overall impressions of the program.
Directions	<u>Format</u>: ❑ Typed ❑ Double spaced ❑ Include page numbers ❑ Times New Roman font ❑ Written in the past tense <u>Suggested Content</u>: **I. Introduction (1 paragraph)** The introduction should describe the nature of the organization or setting where you are conducting the observation, what your focus was, when you observed, and the methods you used for collecting the data. Conclude your introduction with a statement about how the rest of the paper is organized. **II. Description of Activities (3 – 5 paragraphs)** Your reader's only knowledge and understanding of what happened will come from the description section of your report because they have not been witness to the situation, people, or events that you are writing about. Given this, it is crucial that you provide sufficient details to place the analysis that will follow into proper context; don't make the mistake of providing a description without context. The description section of a field report is similar to a well-written piece of journalism. Therefore, a helpful approach to systematically describing the varying aspects of an observed situation is to answer the "Five W's of Investigative Reporting." These are: • **Who** -- share background and demographic information about the individuals being observed e.g., age, gender, and/or ethnicity, etc. Discuss who is doing what and saying what, as well as, who is <u>not</u> doing or saying what. If important, be sure to record who was missing from the observation. • **When** -- record factual data about the day and the beginning and ending time

of each observation. Note that it may also be necessary to include background information or key events which impact upon the situation you were observing [e.g., observing the ability of teachers to re-engage students after coming back from an unannounced fire drill].

- **Where** -- provide background information about the setting of your observation and, if necessary, note important material objects that are present that help the reader understand the setting/environment. [e.g., arrangement of computers in relation to student engagement with the teacher].
- **What** -- describe what you observed. Describe the teacher/staff/student interactions. What were your general impressions?
- **Why** -- why were you doing this? Describe the reasons for selecting particular situations to observe. Note why something happened. Also note why you may have included or excluded certain information.

III. Interpretation and Analysis (1 – 2 paragraphs)

Always place the analysis and interpretations of your field observations within the larger context of the theories and issues you described in the introduction. Part of your responsibility in analyzing the data is to determine which observations are worthy of comment and interpretation, and which observations are more general in nature. It is your theoretical framework that allows you to make these decisions. You need to demonstrate to the reader that you are looking at the situation through the eyes of an informed viewer, not as a lay person.

Here are some questions to ask yourself when analyzing your observations:

- What events or behaviors were typical or widespread? If appropriate, what was unusual or out of ordinary?
- Do you see any connections or patterns in what you observed?
- Why did the people you observed proceed with an action in the way that they did? What are the effects of this?
- What were the strengths and weaknesses of the observations?
- What connections do you see between what you observed and the readings in class?
- In what ways have your observations possibly changed or confirmed your views of working with school age children?
- What have you learned anything from what you observed?

NOTE: Only base your interpretations on what you have actually observed. Do not speculate or manipulate your observational data to fit into your study's theoretical framework.

IV. Conclusion and Recommendations (1 paragraph)

The conclusion should briefly summarize your observations. Avoid including any new information. You should also state any recommendations you may have. Be sure to describe any unanticipated problems you encountered. The conclusion should be

	one paragraph **V. Appendix** - Checklist - Observation notes
Scoring Guide	**50 points – Site Visit Report** *Late assignments are penalized 10% per class day it is late, up to 50%. *(see table below)*

50 points – Site Visit Report

*Late assignments are penalized 10% per class day it is late, up to 50%.

Criteria	Foundational 4 points	Developing 6 points	Proficient 8 points	Exemplary 10 points
Description of Activities	Observer provides a little to no description of the facility, population, staff by omitting general information	Observer provides a basic or limited description of the school, students, staff, or includes few relevant details	Observer provides a satisfactory description of the school, students, staff	Observer provides a comprehensive yet concise description of the school, students, and staff
Behavioral and Environmental Observations	Observer's observation is not included, or is very basic, or omits important components of students' and staff behaviors and interactions	Observer's observation lacks detail and/or does not provide a comprehensive description of students' behaviors and the interactions observed among those involved in the program/setting	Observer's observation includes a satisfactory description of student's behaviors and interactions observed among those involved in the program/setting	Observer's observation is highly detailed and factual, and includes a description of student's behaviors and interactions observed among those involved in the program/setting
Reflections and Insight; Description of Student's Response to Visit	Observer's response to visit lacks insight or self-reflection with little or no reference to actual behaviors/observations observed	Observer's response to visit is not insightful or reflective, and/or provides minimal reference to actual behaviors/observations observed	Observer's response is satisfactorily reflective and insightful, and relates reasonably well to his/her descriptions of facility, students, staff, and observation	Observer's response is reflective, comprehensive, and easy to relate to his/her descriptions of facility, students, staff, and observation
Interpretation and Analysis of Program Effectiveness	Observer does not present an analysis of the effectiveness of the program(s), and/or makes no reference to pertinent issues or factors regarding environment, materials, and safety.	Observer presents a weak argued analysis of the effectiveness of the program(s), and/or makes little reference to pertinent issues or factors regarding environment, materials, and safety.	Observer presents a reasonably well-argued analysis of the effectiveness of the program(s), with reference to pertinent issues or factors regarding environment, materials, and safety	Observer clearly articulates his/her analysis of the effectiveness of the program(s), with comprehensive reference to pertinent issues or factors regarding environment, materials, and safety
Professional Writing Skills	Paper is late, and/or writing is unclear and off topic, and/or includes substantial errors in grammar, spelling, and/or punctuation	Writing rambles off topic or is confusing, and/or includes frequent errors in grammar, spelling, and/or punctuation	Writing is reasonably clear and focused, and includes few errors in grammar, spelling and punctuation	Writing is clear, well-developed, and focused, and includes no errors in grammar, spelling and punctuation