

CHILD STUDY/PORTFOLIO/ASSIGNMENT

“Education of the mind without education of the heart is not education at all.” Aristotle

End product - Completed Portfolio Binder!!

Portfolio:

The portfolio is a collection of observation and work samplings of one child's ongoing development during the semester. As a student teacher in the classroom, you will use the portfolio to help construct an authentic document (assessment) on a child. You will be better able to set goals for that child, plan curriculum activities to support the child's strengths plus support growth in each developmental domain, and fill out developmental assessments utilizing the information you have collected. In order to pass this course successfully, it is required that each student presents the finished portfolio along with a portion of either the Ages and Stages Questionnaire (ASQ) or the Desired Results Developmental Profile (DRDP) to the class as the final in this course.

Grading of Assignments:

All portfolio assignments are graded the very first correction regardless of the number of errors. The points stay the same and do not change after the student has corrected all of the errors.

Awarding Final or Contingent Points:

- “Contingent” points will be awarded the first time the assignment is submitted. The points are awarded contingent upon all errors being corrected within three calendar days by the student and returned for a second correction. If the assignment is not returned within seven calendar days with corrections to the instructor, the contingent points are reduced by 5% for every week late. The contingent points will be revoked if the assignment is not submitted **error free by date noted in syllabus**. If this date is not met, the assignment receives zero points.
- If the assignment is error free, an email will be sent to the student stating that the assignment is “officially completed” and can be placed in the portfolio binder. When an assignment is “officially completed”, points are then officially awarded for that particular assignment.

Attaching pictures, etc to the typed work/cutting work samples, pictures, etc.:

Please roll a piece of tape on the back of pictures to adhere to the typed work. Please do NOT glue work or pictures because if there are errors on the typed portion of the assignment, it is too difficult to remove the glued attachment. Please use the paper cutter in the planning room, rather than hand cut with scissors.

Submission of all portfolio assignments:

All portfolio assignments will be submitted as an attached document through email before midnight Sunday of the week that it is due. Computers and online servers OFTEN experience technical difficulties. Please note that all assignments received after midnight on Sunday are considered “late” regardless of computer or online technical difficulties. If your goal is to always turn in assignments “on time”, you are strongly encouraged to submit all assignments on Saturday instead of Sunday.

Retyping assignments until all errors are corrected:

When the instructor corrects each assignment, the document will be saved with a “new name” created by the instructor. The new saved name will contain critical information including the student’s name, type of assignment, contingent points awarded, and the number of times the assignments has been corrected. Students may NOT change the name of the document; if the assignment is received with an incorrect name, it will be returned and the student will need to resave the document with the correct name. As each assignment is corrected, the lab instructor will send comments through email. When you correct the errors, please do not delete any of the lab instructor’s comments. Simply correct around the comments and resend as an attached document through email. Also, please use the same email as you correct the assignment by clicking on “forward” each time a revision is returned to the instruction, instead of creating a new email. When the assignment is error free, you will receive a congratulatory email stating that the assignment is “officially completed” and instructions for the next step.

Late work due to child being absent:

If the child is absent on all the days you attend in any given week and you are not able to complete work on time, send this information in an email on the day assignment is due to share why you didn’t complete the assignment. Typically, this will only occur if you wait to complete an assignment on the very last day before it is due. Please try to complete all observations in the classroom early in the week. When the late work is turned in, use the same email that has the reasons for sending it late when emailing the lab instructor. When child is absent, the assignment needs to be turned in during the week that the child returns to the classroom.

Binder Organization:

- You will be provided with a binder, tabs, and plastic page covers. The documentation is divided into the following areas of development:
 - **Physical Development**
 - **Cognitive Development**
 - **Social-Emotional Development**
 - **Self-Help Skills**
 - **Aesthetic Development**
- Take a **color** picture (8 X 10) of the child for either the front cover of the binder or to place in plastic as the first page of the binder. Take a second picture (8 X 10) of you and your child student together and place in the binder.
- Record the child’s weight and height at some points during the semester. This can be set up as an activity in the classroom in the courtyard. Add the child’s weight and height to the Ages and Stages Questionnaire.

Child goal selected by family at the beginning of the semester (1):

- The family will select one goal from the goal sheet; highlight the goal and handwrite the necessary information at the top of the goal sheet.
- The goal that the family selects for their child is typed on a separate page and put in the child’s portfolio. In addition, you will add a minimum of one typed observation to the typed goal sheet in order to record the child’s progress.
- As you add the anecdote, use this valuable information to help the child progress toward the goal as you write curriculum for the center, for the small group times, and for the child individually.

Picture Anecdotes (2):

- An anecdote is a significant event supporting the child's strength, skill level or growth; a significant event is typically something that you would share with the parent/caregiver at the end of the day.
- Include a setting for extra credit.
- Be specific and date/time each anecdote.
- Write verbs in past tense and organize around a beginning, middle and end of a story. Some anecdotes may be several minutes long (i.e. several sentences) but most will be 2-3 minutes long (i.e. 3-4 sentences.) There is only one story.
- Times – note beginning and ending time. Do not note time in five-minute intervals.
- Students may use the time they are working with children to handwrite the anecdotes, take and print the picture; the typed copy must be completed outside of the lab practicum course hours.
- Your goal will be to have 2 typed written anecdotes and 2 photographs (approximately 4 X 6 inches) in two different domain areas (i.e. social-emotional development and self-help skills.) When capturing a significant moment for the social-emotional anecdote, please observe the child interacting with another child instead of an adult. Also, please do NOT ask the child to look at the camera, but rather “capture” the child “at work.”
- At the bottom of the page, include two specific goals that are achieved from participating in this activity; each of the two goals must be related directly to the domain. Use the attached “Basic Goal Sheet” and “What I Learn Sheet” to help select the goals.
- Extra Pictures: Students may only print the two (2) anecdotal pictures and the (2) 8X10 pictures at the computer lab. All extra pictures must be printed outside of lab. When using the lab cameras, view pictures and immediately delete any on the camera that you don't want, as this will help speed up the process once the pictures are uploaded to the computer.

Anecdotal Work Sampling (5):

- Collect **work samplings** and save in your child's portfolio binder.
- Many of the work samples can be completed during the small group time.
- Each work sample will be placed in a plastic page and some will be mounted on computer paper as needed to display the work. On each piece of work, please type the date and a brief description of the work. Please type all work sample comments in a table box in order to give a guide for a “professional cut” when attaching strips of paper to work samples.

Required work samples:

- **Cutting** - note if child is left or right handed including how the child holds the scissors (thumb up or down-should be up), thumb in small round hole, other fingers in larger oval hole, cutting, snipping, tearing. Teach the child how to hold scissors and how to cut BEFORE handing out scissors and paper.
- **Self-Portrait** – Teacher demonstrates quickly how to draw a self-portrait and defines the words “self-portrait” before handing out mirrors, paper, and markers to children. Say to the child, “Tell me about your picture.” Write down the child's comments. For children who are still drawing “abstract” portraits, ask the child to point out eyes, ears, etc. As the child if you can write the word directly on his/her paper.
- **Child's art with dictated story** about the child's artwork; say to the child, “Tell me about your picture.” Write down the child's comments.
- **Writing sample of first letter** of first name or first name or last name including identification of alphabet letters in child's name. Note whether child is left or right handed; is child's hand high on pencil or low on pencil.

- **Daily News** (this is typed and stored on the center computer.) Each Monday and Tuesday, a teacher will take news at arrival and then each small group writes down the news as it is shared. Put your news in the sleeve of the news binder so that it can be typed. Once typed just proofread occasionally for accuracy; it will be stored on the computer in the lab.

Ages and Stages Questionnaire (ASQ) or Desired Results Development Profile (DRDP):

Complete the questionnaire by incorporating curriculum activities into the center during free flow, small group times, and end of day group times. Please add a date and time to each item on the ASQ with a short statement about how you observed this numbered item. Write in the child's weight and height on the questionnaire from the current semester and all previous semesters. Score the questionnaire when completed. Once scored, please alert the lab instructor if the child's score falls below what is considered typical development.

Oral Presentation of Child Portfolio-Class Final:

- You will present your portfolio to the family on your appointment date that you set up with the family during the last two weeks of preschool. Then during final's week, an oral presentation of the portfolio will be given in class to your fellow student teachers. You must present your portfolio and listen to the other student presentations in order to pass this course. Students who do not show up to the final to present their portfolio or listen to others present will receive an "F" in the course

ANECDOTAL WORK SAMPLES:

Sample - Child's Sign-in Sheet

(There will be several sign-in sheets during the course of the semester. If your child study is not signing in, please encourage the child during small circle time to sign in. There is lots of information in the samples below. Please only select the information that works for your work sample and delete all other information.)

Date: July 10, 2010

Alyssa signed her name on this paper during small group time. Holding the pencil in her right hand and with her hand low on the pencil, she used a functional grasp (or maybe fist grip) as she wrote her name. Alyssa made her own "mark" on the paper. This is one of the first steps as she learns to forms letters (or she was able to write the first letter of her name and the remaining letters are her own "mark" or she wrote each letter of her name and each letter was distinguishable.)

Sample - Child's Art Work with Dictated Comments

(Either have child make two pieces of art or ask the child's permission to take his/her art for the portfolio. Place art work in middle of page and mount on a contrasting color. If art takes up whole page, cut to fit the plastic page and add the typed information on a piece of computer paper.)

Date: July 10, 2010

Artist: Conner

Conner said, "This picture about my mommy. She likes to read me stories. The yellow is the book, *No David*. Then she says good night and I don't want to sleep."

Description: Using his right hand, Conner used Q-tips and three colors of paint to create this piece of artwork.

Sample - Child's Self-Portrait

Place self-portrait in a plastic page and add the typed information on a piece of computer paper. Do not use white glue but instead roll a piece of scotch tape on the back of the typed paper. If the picture does not have identifiable body parts, it is acceptable to ask the child about the picture and then with his/her permission, label the eyes, mouth, nose, hair, etc.

Date: July 10, 2010

Self-Portrait

Description: While looking at himself in a mirror, and holding a felt marker in his right hand, Conner drew a picture of his head. The teacher asked him about his drawing and Connor said, "add child's comments in these quotes."

Sample - Child's Cutting Sample

Either have child cut two different pieces of paper or ask the child's permission to take his/her cutting sample for the portfolio. If the picture does not have identifiable body parts, it is acceptable to ask the child about the picture and then with his/her permission, label the eyes, mouth, nose, hair, etc.

Date: July 10, 2010

Using his right hand, Conner held the scissors with his thumb up (or down) in the correct hole and his other fingers places appropriately in the larger oval handle in the scissors. He successfully (or attempted or practiced or used two hands to open and close scissors) made snips (or partly cut and partly tore or cut) this piece of paper without any design drawn on the paper (or with a straight line drawn on the paper or with a circle drawn on the paper or maybe the child traced a shape on the paper.)

Sample - Daily News

The news sample is already set up in the lab computer. Please correct any errors in the computer and then print it for the portfolio the week before the family conference.

The Creative Curriculum Goals and Objectives at a Glance

(Lab Instructor will present at first parenting class each semester; family selects 1 goal from the four quadrants below.)

SOCIAL-EMOTIONAL DEVELOPMENT:

Sense of Self

- Shows ability to adjust to new situations.
- Demonstrate appropriate trust in adults.
- Recognizes own feelings and manages them appropriately.
- Stands up for rights.

Responsibility for Self and Others

- Demonstrates self-direction and independence.
- Takes responsibility for own well being.
- Respects and cares for classroom environment and materials.
- Follows classroom routines.
- Follows classroom rules.

Prosocial Behavior

- Plays well with other children.
- Recognizes the feelings of others and responds appropriately.
- Shares and respects the rights of others.
- Uses thinking skills to resolve conflicts.

COGNITIVE DEVELOPMENT:

Learning and Problem Solving

- Observes objects and events with curiosity.
- Approaches problems flexibly
- Shows persistence in approaching tasks.
- Explores cause and effect.
- Applies knowledge or experience to a new context.

Logical Thinking

- Classifies objects.
- Compares/measures.
- Arranges objects in a series (i.e. sequence/set.)
- Recognizes patterns and can repeat them.
- Shows awareness of time concepts and sequence.
- Uses one-to-one correspondence.
- Uses numbers and counting.

Representation and Symbolic Thinking

- Takes on pretend roles and situations.
- Makes believe with others.
- Makes and interprets representations (i.e. be a symbol for.)

PHYSICAL DEVELOPMENT:

Gross Motor

- Demonstrates basic locomotor skills (i.e. running, jumping, hopping, galloping.)
- Shows balance while moving.
- Climbs up and down.
- Pedals and steers a tricycle (or other wheeled vehicle.)
- Demonstrates throwing, kicking, and catching skills.

Fine Motor

- Controls small muscles in hands.
- Coordinates eye-hand movement.
- Uses tools for writing and drawing.

LANGUAGE DEVELOPMENT:

Listening and Speaking

- Hears and discriminates the sounds of language.
- Expresses self using words and expanded sentences.
- Understands and follows oral directions.
- Answers questions.
- Asks questions.
- Actively participates in conversations.

Reading and Writing

- Enjoys and values reading.
- Demonstrates understanding of print concepts.
- Demonstrates knowledge of alphabet.
- Uses emerging reading skills to make meaning from print.
- Comprehends and interprets meaning from books and other texts.
- Understands the purpose of writing.
- Writes letters and words.

2001 Teaching Strategies, Inc. Washington, DC. Permission is granted to duplicate in programs implementing *The Creative Curriculum*.

Sample – Creative Curriculum Goals Selected by Family

Once the family has selected the one goal, type the category and the specific goal on the top of a paper. Next, add one typed observation to the goal sheet as you observe and facilitate activities that will help the child work on the family selected goal. The child does not have to reach the goal by the end of the semester but rather should be making progress toward the goal. Please do not duplicate work from anecdotal work samples or picture anecdotes. The observation for the family goal needs to be a “new” anecdote that has not been used for another piece of the portfolio.

Each large box represents one sheet of paper. While all four quadrants are represented, you will only have one goal from one of these quadrants to work on during the semester.

<p align="center">Goal Selected by Family SOCIAL AND EMOTIONAL DEVELOPMENT <i>Sense of Self</i> Shows ability to adjust to new situations.</p> <p>Date: 7-10-10 Today Leslie moved willingly to a new small circle time group. She smiled often during the circle time and participated actively throughout circle time.</p>	<p align="center">Goal Selected by Family COGNITIVE DEVELOPMENT <i>Logical Thinking</i> Classifies objects</p> <p>Date: 7-12-10 Leslie sorted the transportation manipulates that were in one big container into four groups by type of transportation. The four groups were airplane, car, boat, and train.</p>
<p align="center">Goal Selected by Family PHYSICAL DEVELOPMENT <i>Gross Motor</i> Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>Date: 7-19-10 Leslie sat on a tricycle today and used her feet to move it forward as she was steering. She made one lap around the wheel toy path.</p>	<p align="center">Goal Selected by Family LANGUAGE DEVELOPMENT <i>Reading and Writing</i> Enjoys and values reading</p> <p>Date: 7-27-10 Leslie volunteered to pick out a book for the teacher to read at the lunch table. She selected <i>The Very Hungry Caterpillar</i>.</p>

SAMPLE PICTURE ANECDOTE

Anecdote – Physical Development/Large Motor Skills

Insert picture here in the middle of the page – approximately 4 X 6. Pictures must be of good quality and may not be too dark or include other people/objects not meaningful to the anecdote. Please do **NOT** ask the child to look at the camera when you take the picture, but rather “capture” the child “at work.”

Date of observation: September 18, 2010 or 9/18/10 (Pick one format and then write all dates consistently in same manner.)

Child’s Name: Sam

Birthdate: January 10, 2005 or 1/10/05 (Please do **NOT** use abbreviations for the month.)

Child’s Age: 5 years; 8 months (Please do **NOT** use abbreviations; and please note that there is a semi-colon (;) that separates the years and months.)

Beginning Time: 10:00 AM

Ending Time: 10:05 AM

(Optional/extra credit/see below for “How to Write A Setting.” If the guidelines are not utilized during the first submission of the setting, it is deleted and points are not awarded for the extra credit.)

Setting: Sam was engaged in solitary play while jumping off the large plastic cube in the outdoor grassy area. He was the only child in this area. There was one teacher supervising nearby.

Written Anecdote: After climbing on top of the large plastic cube, Sam yelled to a nearby teacher, “Watch me!” He then jumped off of the cube and landed on two feet on the gym mat. The teacher smiled and congratulated him. He smiled back at the teacher and then continued with this activity for about two more minutes before leaving to join another activity.

Skill Building: As Sam learns to use his energy in a positive manner, he also develops his large muscle strength and coordination as he climbs and jumps from the large plastic cube. (Note: Each skill learned in this sample relates directly to physical development/small motor skills.)

Suggestions for the skills learned-part of picture anecdotes:

Anecdote – Social/Emotional Development

- ___ learns how to confidently say good-bye to the family as s/he sees himself from a different perspective – a competent child who can be successful at school;
- ___ learns how to form close relationships with teachers and children at school;
- ___ engages with other children in play involving planning with a purpose or an outcome.
- ___ learns how to problem solve and cooperate with other preschool aged children.
- ___ learns how to express wants and needs on his/her own and negotiates solutions with peers in presence of an adult.
- ___ to express one’s own feelings while learning that other children have feelings too;
- ___ able to delay wants and needs until appropriate time.
- ___ demonstrates or expresses concern for other living things by hugging, touching, speaking, consoling, or comforting words.
- ___ shows sensitivity and awareness that other children have needs and rights.
- ___ shows sensitivity and awareness toward group rules and expectations.
- ___ to express feelings, especially negative feelings with squeezing and pounding.

Anecdote – Physical Development/Large Motor Skills

- ___ avoids obstacles while moving with coordination, changing direction quickly, starting and stopping easily, and walking backwards.
- ___ pedals and steers around sharp corners and obstacles (i.e. people) while riding with speed and control;
- ___ learning to jump forward with feet together, skip, gallop, kick a large ball, catch a large ball with two hands;
- ___ shows rhythmic movement involving simple movement patterns;
- ___ strength, balance, and large muscle coordination (legs, torso, and arms);
- ___ learning to use energy in a constructive way;

Anecdote – Self-Help Skills

- ___ develop independence;
- ___ to competently care for oneself and the classroom (inside and outside);
- ___ to undress and dress including learning how to put on shoes and jackets and tying shoes, buttoning, and zipping;
- ___ learn how to set a table at lunchtime (math skills/one-to-one correspondence – one plate for each chair)
- ___ an acceptable way to make a mess while understanding that cleaning up the mess is part of the process;
- ___ the importance of hygiene (i.e. brushing teeth, gums and tongue; washing hands before eating; washing hands with soap and water after using the toilet; sneezing into a sleeve or elbow instead of the hand; to use a tissue when cleaning the nose; to turn off the water faucet with a paper towel.)
- ___ serving, pouring, and passing food at lunchtime (social skills, small portion sizes, half cup of milk);
- ___ learning how to eat intuitively – until the body is full rather when the plate is empty;
- ___ to try new foods by simply placing them on the plate and either touching, smelling, or even tasting the food without feeling pressured to have to eat the food;
- ___ Appropriate portion size is addressed in developing healthy eating habits, so she learns to lead a healthy lifestyle now and in the future.

GENERAL INFORMATION TO HELP WITH PORTFOLIO ASSESSMENT

FORMULA FOR CHILD'S AGE IN MONTHS AND YEARS ON DAY OF OBSERVATION:

	<u>Year</u>	<u>Month</u>	<u>Day</u>
Date of Observation:	2010	8	22
Child's Birth Date:	<u>2005</u>	<u>10</u>	<u>30</u>
Child's Age	4 years	9 months	22 days
(**Can round up or down)	4 years;	10 months	

***Any other children mentioned in the anecdotes or work samples will be recorded with first name only.

- Need extra days – borrow one month, which is equal to 30 days.
- Need an extra month – borrow one year, which is equal to 12 months.

Miscellaneous Information for typing Running Records (optional) & Anecdotes:

- Please use gender-neutral terms such as firefighter, police officer, letter carrier, etc. If you are quoting a child and s/he says fireman or firewoman, it is o.k. to quote his/her name for the job title.
- Please do not use the following verb(s) when writing anecdotes: play, went, goes, etc. Instead use descriptive verbs such as walking, running, skipping, digging, talking, etc.

EXTRA CREDIT - HOW TO WRITE A SETTING (Extra Credit - .5 Points)

The setting is two introductory sentences that start the anecdote. Please copy the sentence exactly as you see it written below and just replace the information as necessary. If the setting is not set up correctly in the first submission to the instruction, information is deleted and zero points are awarded.

A. First Sentence- Five parts

1. Name of child
2. Type of play (i.e. solitary, onlooker, parallel, associative, or cooperative.) Do not designate a type of play for snack, story or group times.
3. Type next to or with 1 of 5 children (If child is playing with everyone then state, with all five children in this area.
4. Interacting (i.e. pouring, building, jumping, climbing) with _____ (referring to equipment/manipulative, not people.)
5. Name of activity area (i.e. outside/swings; outside/wheel toys; table toy area; science table, housekeeping area, block building area, art area, etc.) and location (inside or outside.)

Lindsey was engaged in solitary play while looking at the pictures in a book in the indoor book area. She was the only child in this area.

or

Lindsey was engaged in parallel play next to five children while digging in the sand with a shovel in the outdoor sandbox.

or

Lindsey was engaged in associative play with the two other children in the sand box while digging and pouring with the sand toys.

or

Lindsey was engaged in cooperative play with one of the two children in the sand box while sliding down the slide on the outdoor climbing structure.

or

Lindsey was eating lunch with five other children and one student teacher at the snack table.

or

Lindsey was participating in group time (or observing group) with all the children and teachers.

B. Second sentence- one part

1. The number of student teachers supervising the area.

There was one student teacher supervising in the sand box area.

or

There was one student teacher supervising near the sand box area.

**** Verb tense changes in the setting. Use present tense for running records (not part of the portfolio – optional for extra credit) and use past tense for the anecdotes.**

DEGREES OF SOCIAL PARTICIPATION BY PRESCHOOL CHILDREN
Adapted from Mildred Parten and S.M. Newhall,
"Social Behavior of Preschool Children"

- a. **Unoccupied Behavior:** The child occupies himself with watching anything, which happens to be of momentary interest. The child gets on and off chairs, just stands around, follows the teacher, or sits in one spot glancing around the room.
- b. **Solitary Play:** The child plays alone and independently with toys that are different from those used by the children nearby and makes no effort to get close to or speak to the other children. His interest is centered upon his own activity, and he pursues it without reference to what others are doing.
- c. **Onlooker Play:** The child spends most of his time watching the others play. He often talks to the playing children, asks questions, or gives suggestions, but does not enter into the play himself. He stands or sits within speaking distance of the group so that he can see and hear all that is taking place.
- d. **Parallel Play:** The child plays independently. He plays with toys, which are like those, which the children around him are using, but he plays with the toys as he sees fit and does not try to influence the activity of the children near him. Thus he plays beside the children rather than with them.
- e. **Associative Play:** The child plays with other children. There is borrowing and lending of play material; following with tricycles, etc. All engage in similar if not identical activity; but no organization of activity.
- f. **Cooperative play:** The child plays in a group that is organized for the purpose of making some material product or playing a formal game. There is a marked sense of belonging or not belonging to the group. The control of the group situation is in the hands of one or two members, who direct the activity of the others. Various group members take different roles.