

Classroom Visitation Assignment Instructions:**1. Environmental Observation and 2. Documentation Review****80 Points****Classroom Visitation: Evidence of Family Engagement**

- Request and schedule a 1.5 to 2 hour visit to a local child care center (infants, toddlers or preschool), a family child care home (infants through preschool) or an elementary school (Kindergarten through 3rd grade). Inform the administrator/teacher about the purpose of your course-required visit which includes observation in a classroom and a review of program documentation. You will need to review a minimum of five documents which the program may want to prepare prior to your visit.
 - Purpose: to learn about practices for engaging families in their children's education
 - Methods: use assigned data collection instruments
 - 1. Environmental Observation: one classroom and, if you choose, the overall family child care home/center/school.
 - 2. Documentation Review: a minimum of five documents from the categories listed below.
- Prepare well in advance for the visit by reviewing and becoming familiar with the data collection instruments.

1. Environmental Observation:

- For approximately one (1) hour:
 - observe class activities and environmental displays
 - look for evidence of family representation, family engagement, teacher-family partnership, and a caring community throughout the classroom
 - Optional: observe the overall center/school environment (e.g., administrative office, corridors)
- Using explicit details, complete and submit the "Environmental Observation" instrument.

2. Documentation Review:

- For approximately 45 minutes to 1 hour:
 - Review the same center/school's documents (written plans, policies, procedures, practices).
 - If the center/school provides copies that you can keep, the review can occur on- and/or off-site.
- Objectively record evidence of written procedures and strategies for engaging families.
- Using explicit details, complete and submit the documentation review instrument.

Program Documentation Categories

- 1. Intake and Enrollment:** methods and forms (e.g., hopes, dreams, goals for child -- "Who is This Child?")
- 2. Communication:** methods and tools
 - family/parent handbook
 - program policies (e.g., safety, nutrition, naptime, guidance and discipline, etc.)
 - written notices: sent home, email
 - face to face, scheduled meetings; informal, impromptu conversations
 - daily records (e.g., infants and toddlers' experiences), school-home journals
 - newsletters
 - announcement flyers
 - community resources book
- 3. Curriculum:** curriculum philosophies, plans and practice
 - specific early learning standards and/or curriculum (e.g., CT Early Learning and Development Standards – CT ELDS, *Creative Curriculum*, *High Scope*)
 - lesson plans
 - written class experiences
 - family input (e.g., curriculum committee meetings, section on lesson plans)

4. Assessment: plan, practices and tools

- assessment approach/framework/instrument (e.g., CT Preschool Assessment Framework, *Work Sampling*)
- assessment documentation (e.g., observation forms, work samples, child profile of developmental benchmarks)
- family input (e.g., form for sharing at-home child observations)

5. Family-Teacher Conferences

- conference notification
- pre-conference preparation by families (e.g., sharing home observations)
- child's progress profile indicating strengths, interests, abilities, benchmarks, areas for growth
- family input (e.g., individual development plan)
- consistent goals and complementary action steps for home and school implementation

Grading Rubric for Written Papers: 80 Points

	4	3	2	1
Environmental Observation 2c. Involving families and communities as partners in their children's development and learning 36 points	Assignment is complete. The assigned observational checklist contains explicit details for three areas: a) family representation; b) family engagement; and c) a caring community. Multiple examples are presented. (36 points)	Assignment is complete. Evidence is presented for all three areas with clear details. Some examples are presented. (27 points)	Assignment is complete. Evidence is presented for all areas with vague details and/or missing one or more required areas. Few examples are presented. (18 points)	Assignment is attempted. Evidence contains minimal information and/or missing sections. Minimal to no examples are presented. (9 points)
Documentation Review 2a. Knowing about and understanding diverse family and community characteristics 36 points	Assignment is complete. The assigned family engagement is presented. Documentation contains explicit details of program philosophy, procedures, practices, and/or tools pertaining to the five categories: 1) intake and enrollment, 2) communication, 3) curriculum, 4) assessment, and 5) family-teacher conferences. (36 points)	Assignment is complete. Evidence is presented for all five categories with clear details. (27 points)	Assignment is complete. Evidence is presented for all five categories with vague details and/or missing one or more required categories. (18 points)	Assignment is attempted. Evidence contains minimal information and/or missing categories. (9 points)
Grammar, Spelling, and Sentence Structure Student is proficient in reading, writing and mathematics. 8 points	Highly polished work: No grammar, spelling or sentence structure errors. (8 points)	Good work: Maximum of 1-2 grammar, spelling and/or sentence structure errors. (6 points)	Adequate work: maximum of 3-4 grammar, spelling and/or sentence structure errors. (4 points)	Inadequate work: More than 4 grammar, spelling and/or sentence structure errors. (2 points)