

Guidelines for Site Visit & Site Visit Paper

Guidelines for Site Visit:

The week of **April 13th** you will conduct a Site Visit by watching the video on YouTube entitled "Infant Room Tunnel Activity" <https://www.youtube.com/watch?v=Q7QQ6CQldP4> You will likely have to watch the video a few times.

When watching the video, use the Site Visit Chart

- Make a list of all the furniture and equipment you see. If you don't know what something is, sketch it or describe it. You may be able to look up the name in a catalogue or on the Internet.
- Write down what you see on the walls.
- Draw a quick map of the room to note for yourself how the space is arranged.
- Choose a child to observe, then write down what you see that child do for five minutes. Use descriptive words to capture what you see.
- Observe the blond-haired teacher for a five minute period. Write down that the teacher does during the 5-minute period. Be sure to write down the language the teacher uses and to describe her gestures.
- The video focuses on 2 major activities, choose 1. Take detailed notes about what happens in the activity over a 5-minute period.
- Describe at least one transition you observe in detail. What specifically do the staff do? How do the children respond? How do the staff react?

Site Visit Paper

~3 pages, typewritten, double-spaced 12 pt font, 1" margins, cite in APA format

When you finished your visit, use your fieldnotes to write your Site Visit Paper. The *Chart for Writing your Site Visit Paper* should assist you writing your paper. Your Site Visit Paper is an analysis of your observation and should include the following information in three parts:

- Part I: Description of Program
- Part II: Application
- Part III: Conclusion

Part I: Description of Program:

1. In your first paragraph, introduce the site you visited by including:
 - the number of children present
 - the number of teachers and brief descriptions of them
2. Set the scene and describe the environment you observed. Be sure to include
 - the types of materials and furniture
 - how the materials and furniture were arranged, used, and stored
 - Reference to Assigned Course Reading
 - i. Cite an assigned class reading from ECE 209-L on environments that connects to what you observed

3. Please describe children during play activities and during routines that you observed. Give examples or tell the story of what you saw and what you think it means. Be certain that when you draw conclusions, it is clear to your reader why you say what you do.
4. Please describe the interactions between teachers and children. Describe how adults interact with one another, too. How do they work together? Once, again, give examples.

Part II: Application:

1. Your Infant-Family Case Study

Think about the child you met this semester for the Infant/ Family Case Study in ECE 209-Lecture and what you've learned about the baby and the baby's family. In a paragraph, answer the following questions:

- a. Would this make a good setting for the baby you've been studying? Why or why not?
- b. Try to picture the baby in the class and describe what you imagine. What would the child and family you are studying need to adjust well to this setting?

2. Infant Curriculum

a. Use of Relationship-Based Practices

i. Respect

1. How did a teacher show respect for a baby?
2. Share a descriptive vignette or short story from your observation that demonstrated a teacher respecting a baby/babies.

ii. Responsiveness

1. How was a teacher responsive to a baby?
2. Share a descriptive vignette or short story from your observation that demonstrated a teacher being responsive to a baby/babies.

iii. Reciprocity

1. How was a relationship between a teacher and baby reciprocal?
2. Share a descriptive vignette or short story from your observation that demonstrated a reciprocal relationship between a teacher and baby.

iv. Attachment

1. How did the child demonstrate they had an attachment with the teacher?
2. Share a descriptive vignette or short story from your observation that demonstrated the child used the teacher as a safe haven, secure base, for proximity maintenance, or had separation distress.

v. Reference to Assigned Course Reading

1. Cite an assigned class reading from ECE 209-L on relationship-based practices (respect, responsive, reciprocity, attachment) that connects to what you observed

b. Follow Infant's Lead

- i. How did a teacher follow an infant's lead during play, during an activity, or in another way connected to the curriculum?

- ii. Share a descriptive vignette or short story from the video that shows a teacher following an infant’s lead.
- c. Family-like Environment
 - i. How were the furniture, room arrangement, activities, groups of children, and staff organized to replicate home?
 - ii. Describe what features of the space, groupings, and activities you observed indicated the setting was family-like.
- d. Individualized Routines
 - i. How did teachers differentiate and personalize routines (diapering, feeding, sleeping, play, transitions, separation, etc.) for each child?
 - ii. How did the teacher incorporate an infant’s unique preferences, temperament, culture, family traditions, and needs into the routine?
 - iii. Share a descriptive vignette or short story from your observation that shows a teacher individualizing routines.
- e. Reference to Assigned Course Reading
 - i. Cite an assigned class reading from ECE 209-L on following an infant’s lead, family-like environment, individualized routines that connects to what you observed

Part III: Conclusion:

End your paper by answering the following questions in a paragraph:

1. What did you learn from the site visit?
2. How does this visit connect to what you have learned in ECE 209?
3. What struck you from your site visit?
4. Can you see yourself working as another teacher in the classroom? Why? Give specific reasons.
5. How will this observation help you become a better infant/ toddler teacher?

When you quote the textbook, and article, or another source, please remember to use quotation marks and put the page number where I can find that, quote, for example (Gonzalez-Mena, 2008, p. 15). If you are not quoting directly, just put the authors’ names and the date of publication in parentheses next to the statement, for example, (Gonzalez-Mena, 2008). At the end of your paper, please list your references on a separate page. You can copy and paste from the syllabus to list the text correctly in your reference list. Also see pages 9-11 for guidelines on citing in APA format.

SCORING RUBRIC (24 points):

ELEMENTS	NOVICE (0.5 points)	LEARNING (1 point)	COMPETENT (2.4 points)
Basic Details	The paper left out important details but a program for children 0-18 mos was visited.	The paper included most of the info requested but left out 1 or 2 items.	The paper included the name of the center visited, date & time of the visit, children’s ages, number of children present, & number of caregivers, & brief descriptions of them with rich, vivid details.
Setting the Scene	The paper described the environment observed, including the types of materials & furniture.	The paper described the room, including types of materials & furniture; how they were arranged & used, how toys,	The paper described the room, including types of materials & furniture & how they were arranged & used; & how toys, clothing, & other materials were stored &

		clothing, & other materials were stored & where children sleep & eat.	where children sleep & eat with rich vivid details.
Play & Routines	The paper described children during play activities & during routines that were observed.	The paper described children during play activities & routines observed, gave examples or told the story of the observation.	The paper described children during play activities & routines; gave examples or told the story of what was observed & what it meant, with clearly supported conclusions that used rich, vivid details.
Interactions	The paper described interactions between caregivers & children.	The paper described interactions between caregivers & children, & how children interacted with each another.	The paper described interactions between caregivers & children, how children interacted with each another, & how adults interacted with each another with rich, vivid details.
Case Study Child	The paper stated why the program would/ wouldn't be a good setting for the child & family you've visited this semester.	The paper stated why the program would/ wouldn't be a good setting for the child & family you've visited this semester & compared the observation to what you know about the child & family.	The paper stated why the program would/ wouldn't be a good setting for the child & family you've visited this semester & compared the observation to what you know about the child & family, described what you imagine would take place if the child were in the setting, & what s/he would need to adjust with clearly supported conclusions that used rich, vivid details.
Relationship-Based Practices	The paper described how the staff used relationship-based practices	The paper described how the staff used some of the elements of relationship-based practices with short stories or vignettes.	The paper described how the staff used each of the 3 elements of relationship-based practices with short stories or vignettes that contained rich, vivid details.
Infant Curriculum	The paper described how the staff used infant curriculum.	The paper described how the staff used some of the elements of infant curriculum with short stories or vignettes.	The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details.
Conclusion	The paper contained a conclusion.	The paper's conclusion answered the assigned questions.	The paper's conclusion answered the assigned questions with thoughtful, reflective responses, & used rich, vivid details.
Clarity	The paper was unclear, disorganized, & incoherent.	The paper was vague, disjointed, and hard to understand in places.	The paper was clear, coherent, and organized.
Use of Sources	The paper did not cite assigned course readings.	The paper cited 3 or fewer assigned course readings	The paper cited 3 or more assigned course readings & clearly, meaningfully & thoughtfully integrated them into the text.