

## CHLD 109: Observation and Assessment of Young Children

### Engagement Checklist

<b>Learning Outcomes</b>	2. Describe, select and demonstrate use of purposeful, appropriate formal and informal observation tools, instruments, and strategies for use in program and child evaluation. 9. Demonstrates an understanding of the appropriate analysis and interpretation of assessment data relative to varied purposes, including meeting Illinois Early Learning Standards and adaption or modification of instruction.
<b>DEC Recommended Practices</b>	C1 Physical space and materials are structured and adapted to promote engagement... C2 The social dimension of the environment is structured and adapted to promote engagement... C4 Play routines are structured to promote interaction, communication, and learning by defining roles for dramatic play, prompting engagement, prompting group friendship activities and using specialized props.
<b>NAEYC Standards</b>	3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.

How engaged children are within the classroom environment is an important variable that contributes to overall classroom effectiveness. R.A. McWilliam and A.M. Casey developed the “Engagement Check II” in their book entitled *Engagement of Every Child in the Preschool Classroom* to help teachers determine levels of engagement and to use as a tool in shaping decisions about adapting or modifying instruction. During this field experience you will have an opportunity to administer this checklist.

#### To prepare for this field experience:

- Review your class notes on engagement. You will need to have a clear vision as to what constitutes engagement and how to recognize non-engagement.
- Study the following handouts until you feel prepared to conduct the assessment.
  - “**Engagement Check II Handout**”
  - “**Engagement Check II Data Collection Form**”
- Call the Child Development Lab or some other accredited center with culturally, linguistically and ability diverse children to schedule an appointment in a preschool classroom. Request permission to administer an Engagement Checklist. The “**Partner Site Information Handout**” lists additional sites that will also welcome you.
- Remember to take the provided handouts and a clipboard for a convenient way to hold it.
- Prepare a “**Field Experience Verification Form**” ahead of time so the cooperating teacher only has to sign and date it.

#### When you arrive at the center:

- Inform the teachers of your assignment so that they can arrange an appropriate

- position for you.
- You need to reassure the teachers that being a novice teacher and lacking experience with this instrument may lead you to faulty assumptions. Our purpose is to give you actual practice in assessing, familiarity with an appropriate formal instrument, and practice interpreting your assessment information. We do not intend for you to be judging the effectiveness of the teachers.
  - Expect children to be curious about what you are doing. It is ok to tell them that you are doing your homework and need to watch and learn about what they are doing in the classroom environment. They should not know that you are observing their behavior.
  - Have the cooperating teacher sign and date the “**Field Experience Verification Form.**”

**After you complete the field experience:**

- Review Chapter 7: “Interpreting Assessment Information.”
- Write a Reflection that addresses the following:
  - Did you feel that you were successful in implementing this checklist?
  - What were the strengths and challenges of this method?
  - What general conclusions can you make about engagement within the classroom environment based on your data?
  - Generate multiple hypotheses about possible interpretations of your results.
- Turn in to your instructor:
  - the Checklist,
  - your Reflection, and
  - the signed “Field Experience Verification Form”