

Write Observe on board: give me a word or two to define

OBSERVE Discern, perceive, spot, see, notice, witness, detect, note

Video: Watch this video and write down your observation... number 1 .35-3:15 number 1a all
number 1b 1:25-end

Have a couple people tell us what they wrote: Same different Fact or opinion

In ECE why do we need to make observations?

- a. To obtain clear and detailed information about what works well and what needs improvement
- b. Plan for individual children and the whole group
- c. Guide children's behaviors
- d. Document their learning and development
- e. Report progress to families and colleagues

When should we be doing observations? regularly and frequently – we can set specific times, merely note something when notice... should always be aware and prepared to take notice.

What do we need to observe? CDA Functional Areas (Utah State Core Standards): Clearly spelled out – show charts

What are the functional areas/standards? Safe Health Learning Environment Physical
Cognitive Communication Creative Self Social Guidance Families

What type of things under each? Just name a couple... WRITE ON BOARD

How do we observe?

Always record date and time and children's name on observation

Only record objective/factual statements – they focus only on what you can see and hear. They set aside personal feelings and prejudice.

Example: Johnny sat and stared at the blocks for 30 seconds and then began to build with them.

Example: Johnny didn't know how he wanted to build with the blocks so thought about it for a moment and once he figured it out he began to build with excitement and creativity.

Use assessments: Assessments are a type of observation used to assist caregivers in monitoring a child's emotional, social, cognitive and physical development.

- a. Formal Assessments: include standardized tests and research instruments, recording data on carefully designed forms, and analyzing and interpreting the data
- b. Informal Assessments: include observing children in the classroom in an informal setting, collecting samples of the work, interviewing parents, and talking with children in a casual manner

Types of informal assessments:

Brief Notes – written documentation: Quick, noteworthy entries used to provide data on child's interest and progress

Anecdotal Records – written documentation: Short descriptions of incidents involving one or more children. Provide data on child's interest, interactions, and progress

Running Records – written documentation: Descriptions of children's behavior over a specified amount of time. Provide data on a child's interests, interactions, language development, and progress

Diary/Journal – descriptions of a child's behavior sequentially over time. With specific purpose in mind – what triggers aggression...

Matrices- Grids specific to skills. List of all children, brief notes regarding skill level, study group progress

Event Sampling – tally marks: Documents the number of times a child engages in a particular behavior (such as reading a book, getting into arguments, and cleaning up) in a specified time period.

Time Sampling – tally marks: Records the number of times something happens (whether or not a child socializes with others or how many times a child uses the computer) during a specified time period.

Checklists – check marks, circles, or other indicator: Allow you to gather information about child's skills, behaviors, or attitudes – place a check mark on prepared form whenever you observe the skill, behavior, or attitude.

Rating Scale – numbers: A way of evaluating a child's skill, behavior, or attitude from high to low proficiency or frequency. Select the number that corresponds to the child's proficiency or frequency.

Photograph: A visual observation of a behavior

VIDEOS number2 beg -.20 number3 1:58-2:48 number4 all
Number 5 1:40-end number6 beg-.15

NOW WHAT? I've observed. What do I do?

Reflect on the information you have collected. Review the purpose of your observation and ask yourself the following questions

*What have I learned about this child

- *Do any patterns appear
- *What might cause or explain the child's behavior
- *Does this explanation cover everything that was observed? If not, what else might be at work

Once you have made your best guess about why a situation or behavior is occurring, devise an action plan – determine your next steps.

Now plan using your knowledge of each child's specific skills, behavior, and attitude across the domains of development and learning. The child's interest, temperament, learning style, friendships, and any special requirements.

The Cycle of Curriculum Planning

Observe and document (watch and record how it goes)

Evaluate (interpret your observations)

Plan (Decide what to do next)

Implement (facilitate the activity)

SCENERIOS: Evaluate what you learned; plan what to do next...

Share

We get stuck in a rut – teach same curriculum not matter what

“Your daily teaching practices are so deeply rooted in observation that you cannot perform your job effectively with out.”

Alice is five. She is playing with the letter cubes – she is pointing at the various letters and then saying a letter name. She calls B G, J N, Y K, and so on miss naming several more letters. When she sees A she says “Alice”

Justin is four. He is cutting. You notice he is holding the scissors upside down and trying to push them along the paper rather than opening and closing them. He also turns his hand at awkward angles to cut rather than turning the paper.

Theresa is three. You ask her to write her name on her art project and she makes scribble marks from left to right across her paper.

Marshal is two. He is in the library looking at book. The book is upside down and he is turning the pages from right to left. He then begins to chew on the edges of the cover.

Jessica is one. She pulls herself up on the toy shelf and then holds onto the shelf as she walks.

Brad is 6 months. You tickle him with a soft toy and he giggles. Then you hide the toy behind your back. He looks at you with wide eyes. He bring out the toy and tickle him again and he giggles. Then you hide the toy again. He looks at you again but then turns his head to look where your hand went.

