

OBSERVING CHILDREN

Objective: Students will understand reasons for and importance of observations. They will become aware of different ways to observe. They will start work on their year end project of completing a portfolio for their assigned child.

Materials needed:

1. Power point projector or printout of power point presentation.
2. Accompanying work paper and key.
3. Quiz and key.
4. Sample "Report Card" for their child (a check list observation).
5. Sample Portfolio of a child.

Introduction:

Power point presentation shows picture of children and students are to tell their observation.

Lesson: Go over power point presentation. Students will complete handout as they view presentation. Then hand out quiz.

OBSERVING YOUNG CHILDREN

WHY OBSERVE?

- An observation is watching children with the clear goal of studying a specific behavior or ability.

HOW TO OBSERVE

- It is best to observe from a distance without the child knowing they are being observed.
 1. Avoid making assumptions:
which statement is correct?
 - Annie has difficulty sharing.
 - Annie never shares.
 2. Avoid labels:
 3. Avoid conclusions you are not Qualified to make:
 4. Don't compare children:
They develop at different rates.

BE OBJECTIVE!

- Objective observations simply state the facts.

- It is important but difficult to remain objective at all time.
- The first thing to record when observing is an objective list of behavior patterns.

DO NOT BE SUBJECTIVE:

- Subjective observations state an **opinion** of the observer.

CONFIDENTIALITY

- All observations are confidential, should be filed and any problems should only be reported to the director.

IDENTIFY DIVERSITY:

- Observations help identify disabled children with special needs and assess developmental stages and behaviors.

TYPES OF ASSESSMENT:

- Observations
- Child Self-reflections
- Products (Individual or Group)
- Individual Portfolios
- Project Narratives

TIMED SAMPLING:

- observations taken at set intervals.

TALLIES:

- Provides a record of how often behavior happens over time.

EVENT SAMPLING:

(Incident Records)

- Documenting exactly what happens during a particular event, daily.

CHECK LIST:

- The simplest form of observation where the observer checks off listed behaviors.

NARRATIVE:

- A written summary of the conclusions of the observations or activities of the day.

ANECDOTAL RECORDS:

- Teacher records observations of child's behavior.
 - Helps test hunches about reasons for behavior.
 - Identify conditions that reinforce behavior by noticing what happens prior to behavior.
 - Gain feedback about what children may have learned from a presentation.

PORTFOLIO OF CHILD

A COLLECTIONS OF THE CHILD'S WORK, AND PICTURES OF THE CHILD, INCLUDING OBSERVATIONS ABOUT WHAT THE CHILD IS DOING IN THE PICTURE.

PORTFOLIO PROVIDES:

- A way to communicate with parents.
- A way to assess individual progress.
- Evidence for teacher accountability.
- May contain teacher observations & notes.

PORTFOLIO CATEGORIES

- Emerging Literacy: Letters, reading, computers.
- Creative Arts: Art work
- Science & Math: Science activities, math and small manipulatives.
- Social Skills: Dramatic play & Friends.
- Large Motor: Outdoor play, & blocks
- Special Events: Birthdays, Christmas, Field Trips.

Evaluation: Successful completion of quiz on information given. Successful grade on Report Card and Portfolio by end of year.