

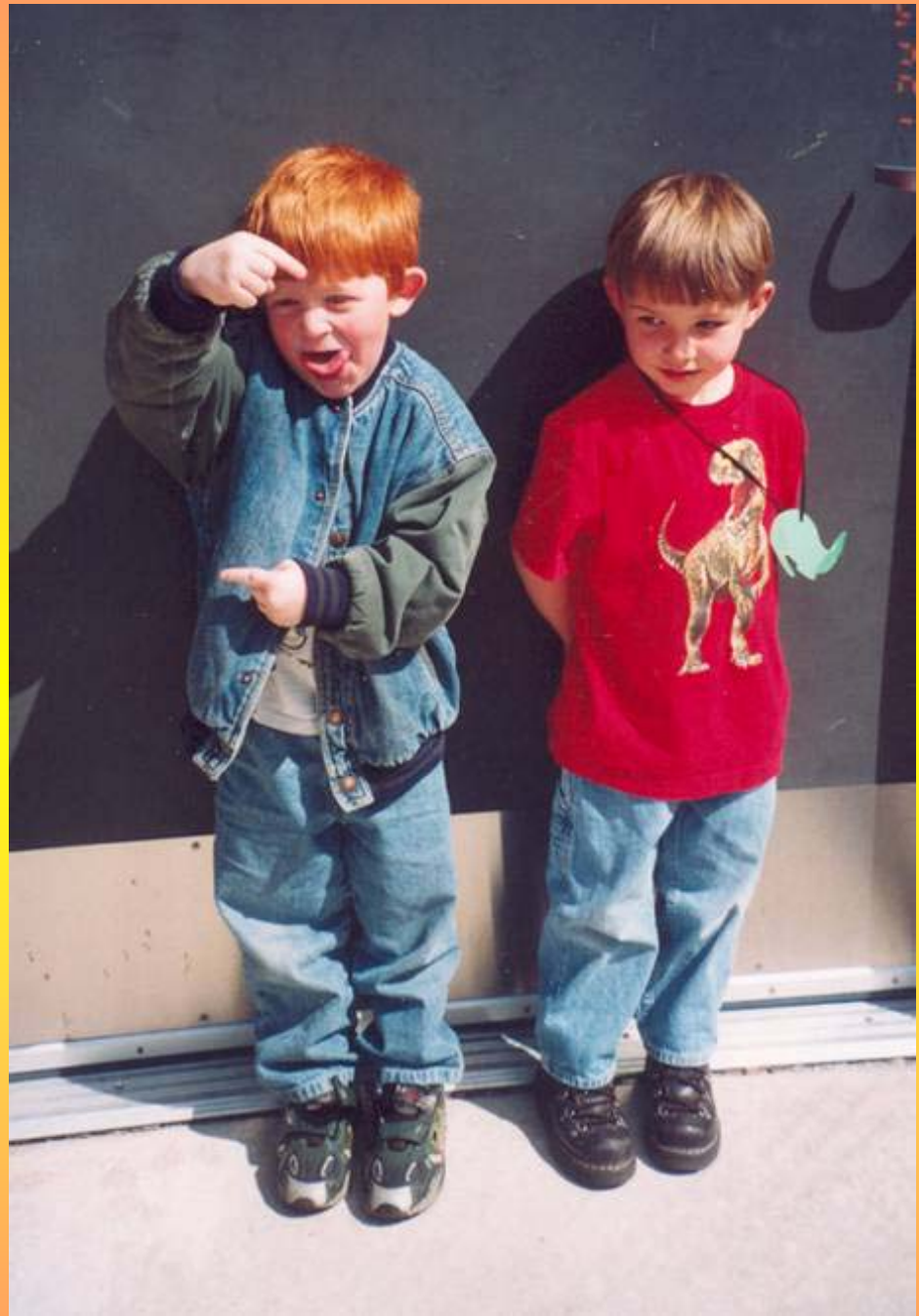
# OBSERVING YOUNG CHILDREN

Tell what you think is happening  
with the following children:



Lacey is sitting on the slide, just resting.

Parker usually likes to play by himself, but chose to be with Zac today. If he does choose a friend it is usually Zac or Jacob. He loves to be funny.





Kamryn is barely 3 and has a hard time staying awake. Mom says she gets enough sleep so we wonder if it could be a physical problem or an emotional problem.





Dallin often plays with play dough. He has chosen to roll and cut with cookie cutters today. Other favorite activities are dress ups and puzzles.



The little girl behind the teacher is not able to get inside the group to see what is happening. She just stands there and watches the others.





Danny was fighting with John, Joe saw them fighting and decided to help Danny. Joe said, "I'll help you out, Danny".

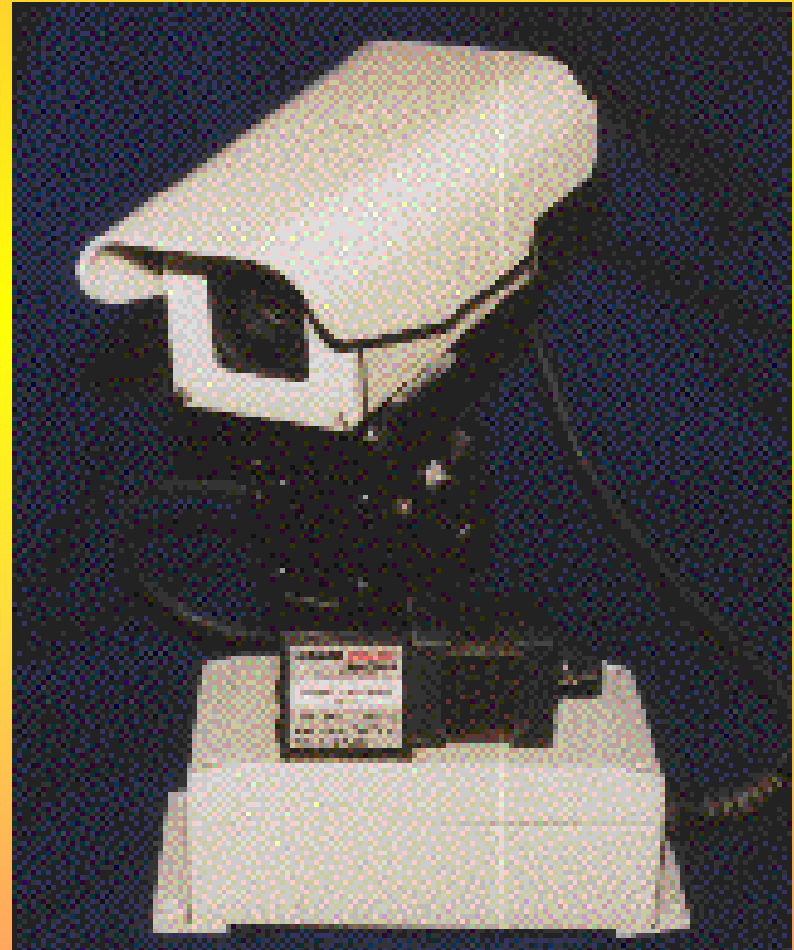
# WHY OBSERVE?

- An observation is watching children with the clear goal of studying a specific behavior or ability.
  - in order to challenge and support the children.
- develop realistic curriculum and goals.



# HOW TO OBSERVE

- It is best to observe from a distance without the child knowing they are being observed.



# Avoid making assumptions: which statement is correct?

- Annie has difficulty sharing.
- Annie never shares.



# Avoid labels:

Which statement is correct?

- Tommy often acts out his Aggressive feelings.
- Tommy is mean.



# Avoid conclusions you are not qualified to make:

- Billie can't do anything by himself because he is the youngest in a large family and they do everything for him.
- Billie needs to develop the ability to do things for himself.





# Don't compare children:

They develop at different rates.

Which statement is correct?

- Tommy falls off his bike a lot.

• Tommy must be backward. He does not ride his bike as well as the other children.

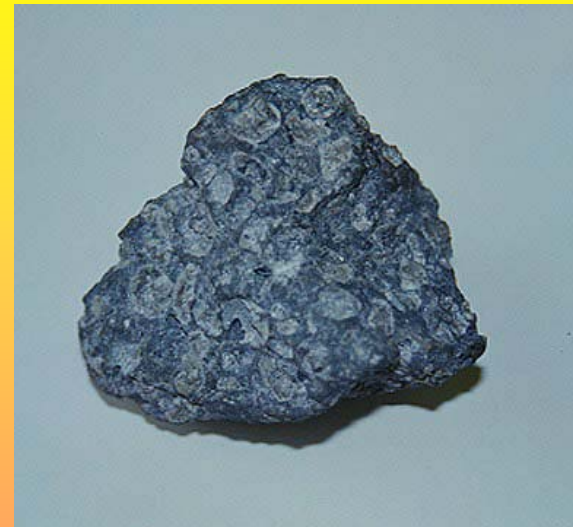


# BE OBJECTIVE!

- 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.
- Observations must be **solid facts** - objective.



Decide which statements  
about the following  
children are Subjective  
and which are Objective:





- Mark looks away when the teacher showed him a snake. Her said, “I don’t like snakes, they feel funny.”
- Mark was afraid because he said he didn’t like snakes.

- Tyler is a good boy and gets along well with the other Children.

- Tyler was playing with the music blocks. When Carly & Josh asked to play, Tyler agreed and showed them how.



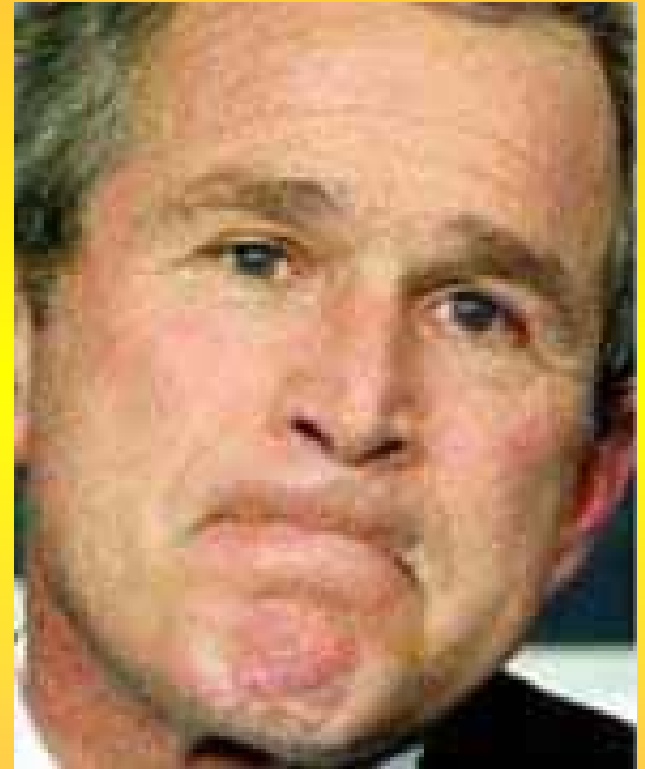


- Maddie wanted to swing but two others were already there. She picked up a rock and threw it at them.

- Maddie got mad and threw a rock because she does not share well.

# 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

# HOW DO THESE COMPARE TO THE GOOD OLD REPORT CARD?

- **Are grades easy to interpret?**
- **Do the grades really reflect how a student is doing?**
- **Are report cards culturally biased?**
- **Do teachers seem to have a set of stock comments or do they consider each individual?**
- **Do report cards reflect positive or negative views of students?**
- **How many students are “above average”?**

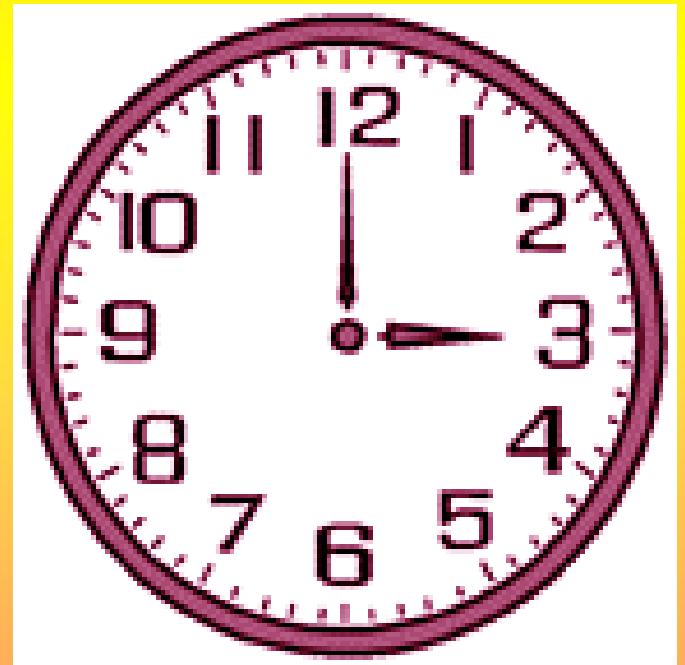
# HOW DO YOU EVALUATE PROBLEM SOLVING SKILLS?

- **These skills are valued more than the acquisition of facts.**
  - **Can problem solving be assessed at all?**
  - **Would a test be a good evaluation of this?**
  - **How could a teacher demonstrate learning of problem solving skills?**
  - **What if a school requires standardized comparative tests?**
  - **How would test performance of an autonomous student differ from a fact learner?**



# TIMED SAMPLING:

- observations taken at set intervals.
- Every 5 minute
- Every 10 minutes
- Or every 20 minutes.



# TALLIES:

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

John: Nov. 2, 2003  
Aggressive Behavior-  
9:00  
9:30  
10:10  
11:05  
12:00

# EVENT SAMPLING: (Incident Records)

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

- Documentation of a new behavior from a child.

- Provides information about when and how this



# CHECK LIST:

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

Observe “Report Card”  
Used to evaluate each  
Child.



# 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.

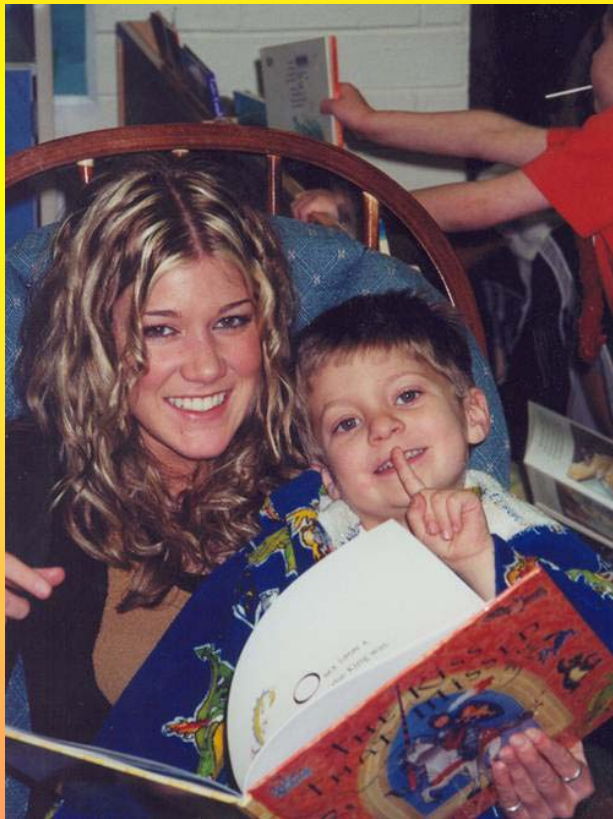


# PORTFOLIO PROVIDES:

- 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.



# PORTFOLIO CATEGORIES

## cont'd

- Creative Arts: Art work





# PORTFOLIO CATEGORIES

## cont'd

- Science & Math: Science activities, math and small manipulatives.



# PORTFOLIO CATEGORIES

## cont'd

- Social Skills: Dramatic play & Friends.

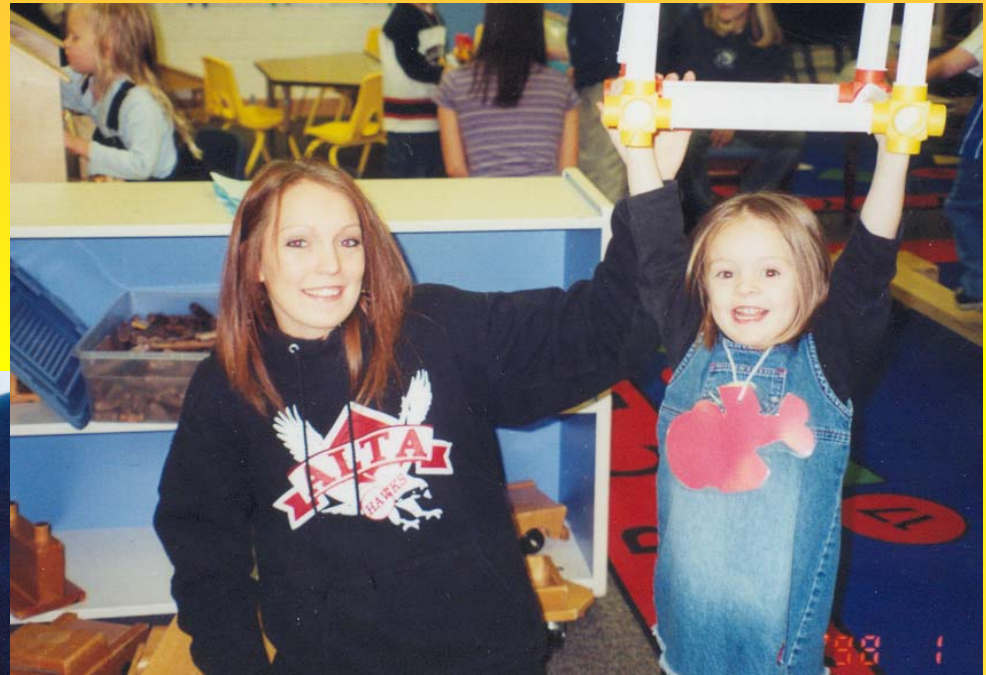




# PORTFOLIO CATEGORIES

## cont'd

- Large Motor:
- Outdoor play, & blocks



# PORTFOLIO CATEGORIES

## cont'd

- Special Events: Birthdays, Christmas, Field Trips.





# INDIVIDUALIZED EDUCATION PLAN (IEP):

- For children with special needs.
- Includes description of current performance.
- Includes goals and objectives.
- Describes services needed to meet goals.
- Criteria for evaluation.