

Planning for Observations

Daily Schedule	Seen Daily	Planned Activities
Arrival/Departure	1a, 1b, 1c, 2a, 2c	
Whole Group		
Small Group		
Choice Time	1b, 1c, 2d, 7a, 7b, 11a, 11b, 11c, 11d, 11e, 12a, 12b, 14a, 14b	
Clean Up	1a, 1b, 2c, 4, 7a, 8b, 11b, 13	
Snack/Meal	8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b, 11b	
Outdoor Education	2d	
Restroom	8b, 11b	
Transitions	1a, 1b, 8a, 8b, 4, 5	

Objectives for Development & Learning

Birth Through Third Grade

Social–Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates discrete units of sound
 - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
19. Demonstrates writing skills
 - a. Writes name
 - b. Writes to convey ideas and information
 - c. Writes using conventions

*Objectives for Development & Learning—Birth Through Third Grade, continued***Mathematics**

- 20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
- 21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
- 22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
- 23. Demonstrates knowledge of patterns

Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

The Arts

- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

Taking the Training Home

Think about what you have learned in today's discussions and activities. What changes/improvements can you make immediately? Within the next month? Within the next 6 months? What kinds of support and resources will you need to make the changes/improvements?

New Strategies	Resources	Person Responsible	Timeline



Title:

The Power of Observation in an Early Childhood Classroom

Description:

Explore how effective observation can help you individualize instruction, strengthen family connections, and effect positive child growth over time. Participants will be given multiple opportunities to discuss strategies for conducting observations and define the qualities needed to make informative observations in the early childhood classroom.

Learning Objectives:

1. Understand and explain why observation is important
2. Make objective observations
3. Discuss the qualities needed to make informative observations

Agenda:

The Role of Observation in Teaching and Learning

- Collecting facts
- Writing observation notes

Using the Four Phase Cycle of Observation

- To understand children better
- To build positive relationships with children
- To understand children's development and learning
- To teach more responsively

Strategies for Collecting Observations

- Curricular objectives
- Times of day
- Focus on reports

Writing Observation Notes

Include

- Descriptions of gestures and other actions
- Quotations
- Descriptions of facial expressions
- Descriptions of creations
- Multiple items in one observation
- More than one child in an observation
- All times of day and transitions

Avoid

- Labels (*shy, creative*)
- Intentions (*wants to*)
- Evaluations (*good job*)
- Judgments (*beautiful, sloppy*)
- Negatives (*can't, won't*)