

<p>1</p> <p>Observation: Lily's Flowers, April</p> <p>Lily and Sue sat together with Sue watching Lily as she tried to copy the postcard of flowers. Annabelle walked past and was interested, so stopped to watch Lily.</p>	<p>Interpretation and analysis</p> <p>Lily was keen to mix and stir the paints herself. She was happy with her painting and smiled while painting.</p>	<p>Learning possibilities and intentional teaching</p> <p>Change the paints available for Lily and Annabelle and add long-handled brushes.</p> <p>Bring in some books about flowers.</p> <p>Have Sue work with a small group each day this week and keep the sample for Mother's Day.</p>	<p>Comment</p> <p>Why change the paints and for what purpose?</p> <p>What is the purpose of this learning possibility?</p> <p>The learning possibilities are not linked with the children's interests; they are introduced on the basis of one child's interest with the expectation that all children will become involved.</p>
<p>2</p> <p>Observation: Lily's Flowers, 21 April</p> <p>Sue, Lily and Annabelle sit and talk together while Lily paints her picture of flowers from the postcard.</p> <p>Lily talks with Annabelle and Sue about the colours she is using.</p>	<p>Interpretation and analysis</p> <p>Lily seems very interested in painting using the postcard flowers as a reference point.</p> <p>She smiles and talks with Sue and Annabelle and is keen to mix the paints with Annabelle watching.</p>	<p>Learning possibilities and intentional teaching</p> <p>Add some new colours to the paints tomorrow and use some new postcards.</p> <p>Get Sue to model wiping the brushes down rather than wiping them for Lily – helps with independence.</p> <p>See if Annabelle wants to join in tomorrow.</p>	<p>Comment</p> <p>It is not clear why the teacher is making these choices and decisions.</p> <p>No connections are made to learning and development areas.</p>
<p>3</p> <p>Observation: Lily's Flowers, 21 April</p> <p>Lily, Sue and Annabelle — Indoor play</p> <p>Lily has been experimenting with paint combinations over several days. In discussion with Sue (assistant), we decided to introduce small pots of paints and a mixing palette (off screen) so that Lily could create her own colour combinations.</p> <p>Sue introduced a postcard of flowers as Lily has been talking about the flowers in her own garden at home.</p> <p>As Lily painted she looked at the postcard very carefully, used the same colours on her paper and attempted to represent the flowers in the same way as the postcard. As she painted she said to Annabelle "I'm using gold first 'cause that's my favourite, then the green." Annabelle then passed the red paint and laughed "red's last!" Lily laughed and took the pot, stirring vigorously.</p>	<p>Interpretation/analysis</p> <p>Working at the table appeared to invite more possibilities for Lily to share conversation with others than at the easels.</p> <p>Lily's attention to detail (through action and conversation), signal her interest in the experience.</p> <p>Lily was particularly interested in this experience and represented the colours of the postcard flowers in the same relative location on her paper. She is attempting to represent the flowers through close observation and attention to placement of colours.</p> <p>Link to QKLG: Active learning — ways to represent ideas creatively through art, showing confidence and involvement in learning.</p>	<p>Learning possibilities & intentional teaching</p> <p>Learning opportunities for Lily</p> <p>Encourage Lily to bring in some of her flowers to share.</p> <p>Introduce more postcards of artworks.</p> <p>Model observational drawing and talk through the steps as we draw/paint.</p> <p>Opportunities for other children</p> <p>Introduce small pump bottles of paint and mixing palettes so Lily can experiment independently at any time.</p> <p>Share this paint pump idea with all the children and move materials to a larger table space so that children can work alongside one another.</p> <p>Create a painting space next to shelving. Use the shelves to store a range of art materials to provide opportunities for all the children to engage creatively (promoting independence and choice).</p> <p>Encourage children to suggest materials they would like to access.</p>	<p>Comment</p> <p>The learning possibilities highlight the development of independence, decision-making and creativity which link to the learning and development area of Active learning.</p> <p>The detailed list of possibilities for extending the learning provides intentional teaching responses related to the individual child and group, resources and room layout. The intentional teaching strategies also include modelling of drawing skills.</p> <p>Note: An experienced teacher might note significant intended interactions with children. Practical and organisational changes are likely to happen as part of the teacher's thinking rather than be recorded.</p>

Sample Of Preschool Observation Comments

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Preschool Assessment Marla R. Brassard, Ann E. Boehm, 2011-06-08 Comprehensive and user friendly this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures integrating data from a variety of sources and using the results to plan and evaluate effective interventions and learning experiences Coverage encompasses screening and assessment of cognitive linguistic emotional and behavioral difficulties including mental retardation and autism Case studies illustrate key facets of assessing diverse children and families appendices offer concise reviews of over 100 instruments **An Introduction to Young Children With Delays and Disabilities** Richard M. Gargiulo, Jennifer L. Kilgo, 2024-07-29 An Introduction to Young Children With Delays and Disabilities Birth Through Age Eight introduces readers to educational policies services and practices for future educators serving young children birth through age eight with delays and disabilities in early intervention early childhood special education EI ECSE Thoughtfully and comprehensively addressing the needs of young children and their families authors Richard M Gargiulo and Jennifer L Kilgo offer interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making cultural and linguistic responsiveness and appropriate instruction and interventions in classroom settings and beyond The Sixth Edition has been thoroughly updated to incorporate the Initial Practice Based Professional Preparation Standards for Early Interventionists Early Childhood Special Educators developed by the Division for Early Childhood DEC and Council for Exceptional Children CEC in 2020 as well as the DEC Recommended Practices The Portfolio Book Elizabeth F. Shores, Cathy Grace, 1998 Presents the use of portfolio books to assess children s learning Provides ten easy to use steps that can be integrated into everyday teaching **Action Research** Craig A. Mertler, 2016-06-29 Craig Mertler s Action Research Improving Schools and Empowering Educators introduces practicing educators to the process of conducting classroom based action research Practical and comprehensive the book focuses on research methods and procedures that educators can use in their everyday practice This Fifth Edition adds enhanced coverage of rigor and ethics in action research means of establishing quality of both quantitative and qualitative data as well as strengthened pedagogical features New material includes discussions of social justice advocacy as an application of action research and the inclusion of abstracts in research reports **Planning for Play, Observation, and Learning in Preschool and Kindergarten** Gaye Gronlund, 2012-12-11 Plan developmentally appropriate play based curriculum for early childhood classrooms *Introduction to Educational Research* Craig A. A. Mertler, 2024 An Introduction to Young Children With Special Needs Richard M. Gargiulo, Jennifer L. Kilgo, 2018-12-07 An Introduction to Young Children with Special Needs Birth Through Age Eight is a comprehensive introduction to educational policies programs practices and

services for future practitioners serving young children with delays or disabilities in early intervention early childhood special education EI ECSE Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities revered authors Richard M Gargiulo and Jennifer L Kilgo offer evidence based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making developmentally appropriate practices cultural responsiveness and activity based intervention

Early Childhood Centers United States. General Accounting Office,1995 This report discusses the services disadvantaged children need to prepare for school the extent to which they receive these services from early childhood centers defined as providing child development parent and health and nutrition services and the reasons early childhood centers may not deliver all the services these children need Chapter 1 describes the objectives scope and methodology of the study and the funding of early childhood programs by federal and state governments Chapter 2 discusses the full range of services needed to prepare children for school developmentally appropriate high quality services parent services and health care and nutrition services Chapter 3 presents two reasons why most disadvantaged children do not receive these services they do not attend early childhood centers and if they do attend early childhood programs the centers that they attend may provide only limited services The limited number of places available in the centers limited subsidies and narrow program missions are discussed in chapter 4 as barriers which impede centers efforts to provide services to disadvantaged children The last chapter suggests changes required in the areas of funding and program missions so that the first national education goal by the year 2000 all children will enter school ready to learn can be met This report contains seven appendices including description of selected federal programs that provide early childhood services case studies of early childhood programs in four states technical description of national data analyses standards that apply to early childhood centers and Department of Education comments

Introduction to Educational Research Craig A. Mertler,2021-11-14 This Third Edition of Craig Mertler s practical text helps readers every step of the way as they plan and execute their first educational research project Offering balanced coverage of qualitative and quantitative methods an emphasis on ethics and a wealth of new examples and concrete applications the new edition continues to use conversational nontechnical language to help students clearly understand and apply research concepts principles procedures and terminology Expanded coverage of foundations of research an increased focus on integrating qualitative and quantitative research and updated coverage of research questions and the tools of qualitative research bring the book thoroughly up to date while streamlined coverage of statistics shows students how to do quantitative analysis in a straightforward way

Early Childhood Centers DIANE Publishing Company,1995-08

Early Childhood Education Petr G. Grotewell,Yanus R. Burton,2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young

children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience

Let's Learn and Play!, Ages 2 - 5 Gunzenhauser,2010-06-11 Prepare opportunities for purposeful play with students in grades PK K using Let s Learn and Play This 160 page book is a comprehensive resource for creating purposeful play centers that help students solve problems experiment navigate social situations and prepare for learning These well designed modifiable center ideas allow teachers to put a personal stamp on the classroom The book supports NAEYC standards

School-Based Behavioral Assessment, Second Edition Sandra M. Chafouleas,Austin H. Johnson,T. Chris Riley-Tillman,Emily A. Iovino,2021-01-08 Revised and expanded with the latest tools and strategies this concise book offers guidance for effectively conducting social emotional and behavioral assessments in today s K 12 schools The expert authors present foundational knowledge on assessment and data based decision making at all levels whole schools small groups or individual students within a multi tiered system of support MTSS Chapters describe when why and how to use extant data systematic direct observation direct behavior rating and rating scales In a large size format for easy photocopying the book includes reproducible forms and templates Purchasers get access to a webpage where they can download and print the reproducible materials New to This Edition Reflects a decade of change in behavioral assessment including an increased focus on screening and progress monitoring Includes current knowledge about the defensibility usability repeatability and flexibility of each method Focuses on social emotional and behavioral assessment within MTSS frameworks Chapter on practical applications featuring in depth case studies Reproducible tools now available online This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas **Early Childhood Assessment** Carol S. Lidz,2002-12-16 A new guide to conducting more comprehensive and meaningful psychological assessments of young children Early Childhood Assessment presents a thorough step by step approach to the comprehensive psychological assessment of

young children In addition to covering major psychological tests this invaluable resource includes specific guidelines and formats for interviewing parents and other caregivers observing children and caregiver child interaction conducting dynamic assessments writing reports and evaluating outcomes of recommended interventions Dr Lidz's approach encourages a broad range of observation with an overarching objective of completing a picture of the whole child from family life to social emotional and neuropsychological functioning She leads the reader through each step of a comprehensive assessment touching on the major data sources necessary for a full understanding of the child within different environments Throughout the book Dr Lidz advocates best assessment practices that reflect the interests of children and families Features useful information on Conducting initial interviews and observations for setting the course of the assessment Using standardized and nonstandardized approaches to generate both qualitative and quantitative data Viewing children and families within their cultural contexts Integrating assessment data sources to generate meaningful recommendations and readable reports Plus Includes unique chapters on play observation of parent child and teacher child interactions and dynamic assessment Early Childhood Assessment is a valuable tool for professionals and students who are concerned about the richness and complexity of children's development within their families and communities

Early Childhood Education and the Student

Empowerment Program Mario C. Barbieri, Jane C. Wiatr, 2020-04-15 Dr Mario C Barbieri and Jane C Wiatr have developed a practical and informative guide to teaching for both new and seasoned teachers administrators and their support staff This book spotlights The Student Empowerment Program and is the foundation for a positive climate and culture in the early childhood classroom The program is detailed chapter by chapter and addresses the nature of the learner from play and exploration to technology to rubrics and assessments This covers the gamut of what every educator needs to know to become a master in their field The Student Empowerment Program contains the 5 R's which is the architecture a teacher needs to build a solid foundation for learning and self regulation Any educator who wants to make a positive change and become enabled to teach more and discipline less will appreciate the simplicity of our program in this step by step handbook Every word whether it is our personal experience or research based is dedicated to facilitating a smooth transition toward positive discipline student self regulation and student empowerment

Child Care and Development Occupations

Atlanta Public Schools. Department of Curriculum Development and Supervision, 1974

Doing Early Childhood Research

Sharne A Rolfe, Glenda MacNaughton, Iram Siraj-Blatchford, 2020-08-04 Doing Early Childhood Research demystifies the research process An international team of experienced researchers shows how to select the right questions and use the appropriate methods to investigate important issues in early childhood The editors and authors provide a thorough introduction to the most common research methods used in the early childhood context Reflecting the multidisciplinary nature of much early childhood research they cover a wide range of conventional and newer approaches including observation small surveys action research ethnography policy analysis and poststructuralist approaches They explain clearly how to set up research

projects which are theoretically grounded well designed rigorously analysed feasible and ethically fair Each chapter is illustrated with examples and case studies Doing Early Childhood Research is essential reading for new researchers and students inexperienced in conducting research

Observation and Participation in Early Childhood Settings Jean Billman, Janice A. Sherman, 1997 This is a condensed guide illustrating effective methods of observing the development of young children from birth to five years and documenting observations It is designed to aid readers participation with children of different age groups in a variety of early childhood settings

Methods in Educational Research Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, 2010-05-17 Methods in Educational Research Methods in Educational Research is designed to prepare students for the real world of educational research It focuses on scientifically based methods school accountability and the professional demands of the twenty first century empowering researchers to take an active role in conducting research in their classrooms districts and the greater educational community Like the first edition this edition helps students educators and researchers develop a broad and deep understanding of research methodologies It includes substantial new content on the impact of No Child Left Behind legislation school reform quantitative and qualitative methodologies logic modeling action research and other areas Special features to assist the teaching and learning processes include vignettes illustrating research tied to practice suggested readings at the end of each chapter and discussion questions to reinforce chapter content Praise for the Previous Edition A new attempt to make this subject more relevant and appealing to students Most striking is how useful this book is because it is really grounded in educational research It is very well written and quite relevant for educational researchers or for the student hoping to become one

PsycCRITIQUES American Psychological Association I applaud the authors for their attempt to cover a wide range of material The straightforward language of the book helps make the material understandable for readers Journal of MultiDisciplinary Evaluation

Resources in Education ,2000-04

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