



RECORD OBSERVATION

Date of Observation: 2/8/17

Timeframe: 9.45am – 10.00am

Name of Child: Tara

Age Today: 3.5 years

Location: Sandpit outside

Observer: Jodie

Others Present: Heather, Sam, Tom, Ruby, Jackson, CDO Lisa.

Relevant Information:

Tara has a twin sister Ruby and attends care 3 days a week. She enjoys collaborative play at the moment but is quite vocal about other children needing to take turns, be fair and follow the rules. She becomes frustrated when others are unfair or don't follow her rules and this often leads to tears.

Date of Reflection & Learning Analysis:
(What does this record tell me about the learning that occurred?) :

| TIME INCREMENTS | WHAT I AM SEEING & HEARING? | WHAT DOES THIS TELL ME? |
|-----------------|-----------------------------|-------------------------|
| 9.45 – 9.50 | | |
| 9.50 – 9.54 | | |

Running Records

Child observation methods to record ongoing assessments.

Running Record Template Observation

**M. Christine Schomaker, Ralph Moore
Berry**



Running Record Template Observation:

Observation: Origins And Approaches In Early Childhood Podmore, Valerie, Luff, Paulette, 2012-03-01 This New Zealand adaptation looks both at historical roots of child observation as well as various approaches to observing young children in early years settings

Social Skills Training for Adolescents with General Moderate Learning Difficulties Ursula Cornish, Fiona Ross, 2004 A resource for educators offers an effective tool to help teenagers with learning difficulties develop skills in social interaction communication and conflict resolution and to build their confidence and self esteem

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments M. Cay Holbrook, Alan J. Koenig, 2000

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

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

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

Focused Observations Gaye Gronlund, Marlyn James, 2013-04-09 Observe and document children s development in systematic purposeful ways that provide complete pictures of their progress and supports curriculum planning

The Feedback-Friendly Classroom Deborah McCallum, 2015-12-11 Learning is inherently social built on the daily interactions in the classroom What if feedback from teacher to student between students from student to teacher could be seen as essential to the ongoing process that defines the learning environment This groundbreaking book explores using feedback to help students become better learners examines the crucial use of verbal and nonverbal language to engage and guide students and shows strategies and activities to establish and promote effective feedback within the classroom and beyond

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

Observation and Recording , 1996 This training guide is intended to enhance the skills of Head Start education staff so they can accurately and objectively observe record and interpret young children s behavior and make thoughtful decisions about program planning for each child Each of the modules in the guide details module outcomes key concepts and background information Module 1 assists participants in identifying and using a variety of observational methods matching observation goals to observation techniques and writing a running record accurately and objectively Module 2 addresses overcoming observation challenges and provides staff members with practice in identifying and challenging their personal biases which could interfere with conducting and recording observations objectively Module 3 addresses enhancing staff s ability to involve parents in the observation process

and work with them as partners Module 4 addresses interpreting and using observation results and serves to increase staff's ability to make valid inferences and draw meaningful conclusions from collected observation data Contains resources Five appendices provide sample observation records a description of observation instruments and other information SD

Investigating Troublesome Classroom Behaviours Dr Loraine Corrie, Loraine Corrie, 2003-08-27 Get on with your work Stop talking Pay attention Does it sound familiar Research evidence worldwide shows that managing classroom behaviour continues to cause difficulties for teachers It is not the acts of violence or defiance that grind down teachers energy and enthusiasm for their work but dealing with constant repetitions of minor misbehaviours The prevalent explanation for disruptive behaviour is individual deficit blaming and shaming the children for their inappropriate behaviour and teachers for their lack of management skills This book shows that this attitude ignores recent research and is prohibiting the future This book helps teachers investigate children's troublesome classroom behaviour through action research providing them with strategies that will lead to lasting change A vast range of topics are discussed from practical examples of good teaching and the role of the classroom to carrying out your own research and identifying and building on a teacher's strengths

Shaping Early Childhood: Learners, Curriculum and Contexts Glenda Mac Naughton, 2003-12-16 This should be essential reading for anyone involved in the training and professional development of early years practitioners It is an impressive analysis of the historical and contemporary big ideas that have influenced societies and practitioners' views of children and the nature of the curriculum There are powerful sections on parents and communities I particularly liked the stimulating ideas galleries with their statements from researchers policy makers and practitioners around the world Nursery World October 2004 This key textbook introduces students and practitioners to a wide range of different approaches to early childhood It provides practical strategies for developing and implementing early learning experiences that promote excellence and equity for children The book presents the latest research and thinking about good practice discusses how various philosophies and beliefs influence decisions in early childhood education and identifies the key thinkers behind each approach By examining different perspectives the book helps early childhood practitioners to navigate their way through competing views make informed choices and be critically reflective in their work In an accessible lively and user friendly way it explores issues such as What constitutes an appropriate early childhood curriculum How best to study and assess children Involving parents and children in early childhood learning The book features a range of pedagogical devices to inspire early childhood workers to reflect critically on their work and the ideas underpinning it including Boxed definitions of key terms Ideas summary charts and ideas galleries Clarification exercises Case studies Further reading lists This essential textbook is ideal for students undertaking early childhood qualifications at degree level Masters courses in early childhood education and for practitioners who work with children from birth to eight in early childhood settings

Catching Readers Before They Fall Pat Johnson, Katie Keier, 2023-10-10 Every teacher of reading plays a vital role in helping to catch those readers for

whom learning to read does not come easily Through examples from both adults and children the authors explain and describe the complex integrated network of strategies that go on in the minds of proficient readers strategies that struggling readers have to learn in order to construct their own reading processes This book is essential reading for all who work with struggling readers in any context and contains a wealth of resources including a thorough explanation of all the sources of information readers use to solve words examples and scenarios of teacher student interactions prompts to use with struggling readers lessons on modeling and assessment guidelines

Special Publication ,1981 **Geodetic Leveling**

M. Christine Schomaker,Ralph Moore Berry,1981 *Understanding Differentiation* Sylvia McNamara,Gill Moreton,2016-07-22 In every classroom there are children of many abilities Managing the curriculum to meet the needs of all of these children can prove to be time consuming and difficult as both OFSTED inspection and teacher appraisal observations have shown This book looks at the many ways that teachers can differentiate work for children whilst keeping their work load manageable It gives lots of imaginative ideas for activities and worksheets whole lesson plans and many clearly described examples to help teachers to differentiate work more effectively in their own classrooms It is a resource book for initial Teacher Training and CPD Continuing Professional Development and for senior managers concerned with differentiation either before or after their OFSTED inspection

When Are You Coming Home? Hilary Cuthrell,Luke Muentner,Julie Poehlmann,2023-03-17 As the United States approaches its 50th year of mass incarceration more children than ever before have experienced the incarceration of a parent The vast majority of incarceration occurs in locally operated jails and disproportionately impacts families of color those experiencing poverty and rural households However we are only beginning to understand the various ways in which children cope with the incarceration of a parent particularly the coping of young children who are most at risk for the adversity and also the most detrimentally impacted When Are You Coming Home helps answer questions about how young ones are faring when a parent is incarcerated in jail Situated within a resilience model of development the book presents findings related to children s stress family relationships health home environments and visit experiences through the eyes of the children and families This humanizing social justice oriented approach discusses the paramount need to support children and their families before during and after a parent s incarceration while the country simultaneously grapples with strategies of reform and decarceration

Focused Observations, Third Edition Gaye Gronlund,Marlyn James,2025-04-22 Intentional teaching begins with focused observations and systematic documentation of children s learning and development Focused Observations Third Edition explains why observation is one of the best methods to get to know each child well track progress and plan individualized curriculum It also provides tools and techniques to help you strengthen your observations create portfolios with rich documentation and support each child You will also learn how to share your findings with families and grow as an observer through review and reflection activities Learn answers to common questions about observation including Why should I use observation in my classroom What does effective observation and

documentation look like How do I fit observation in so that it doesn't take away from teaching and interacting with children How do observation and documentation work with early learning guidelines Online videos with nineteen vignettes of children in action provide opportunities to practice observing children and capturing what you see This updated edition includes new examples and provider anecdotes as well as fresh references and research

Handbook on Teacher Evaluation with CD-ROM James Stronge, Pamela Tucker, 2020-10-14 Easy to use authoritative and flexible the tools in this book and downloadable resources have been developed over the last 15 years and have been field tested in over 500 schools These tools will empower you to do your evaluations based on current thinking and best practices

Using Observation in Early Childhood Education Marian Marion, 2003 Written by a prolific well respected author this book teaches how to observe document and assess children's development and progress emphasizing how powerful ethical responsible observation can be in a teacher's professional life Focusing on observations as an intrinsic part of authentic assessment the author advocates a protective respectful attitude toward it Provides an overview of various informal and formal observation and assessment strategies as well as instruction in how to embed observation into the daily routine of the early childhood classroom Explores ways to prevent problems ways to solve problems and ways to work cooperatively with parents Included is coverage of the ethics of observation and the pros and cons of standardized testing as it relates to observation and assessment For early childhood teachers

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