

Preschool Observation Report Sample

National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Children, Youth, and Families, Committee on Developmental Outcomes and Assessments for Young Children

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.

Observational Study of Early Childhood Programs Jean I. Layzer, 1993

Observing Development of the Young Child Janice J. Beaty, 2013-01-09 Used successfully in early childhood programs all over the country since its inception, this unique and mainstay text looks at children's development in every domain, preparing students to become skilled observers, with concrete detail about how to record what is observed, how to interpret the data, and to become adept at using the observations to plan for learning. The new edition of Jan Beaty's best-selling book has undergone an extensive revision. The book's original features and organization remain, while new research, issues, and more extensive coverage of observation is included in the new edition. Chapters 1 and 2 were reorganized and expanded to include the basics of observation. The text itself has become more streamlined, more reader-

friendly, with fewer chapters (12 instead of 14), yet with many more boxed ideas. Other examples of observation tools that have been added include running records, rubrics, rating scales, portfolios, documentation panels, and other forms of visual documentation. Strategies for working with dual language learners are included throughout the book. The reorganization and restructuring of the text improves on its past success; the simplification and improvements will appeal to students and instructors alike. What emerges is the most current observation text on the market, modernized to reach today's population of early childhood education students.

Eager to Learn National Research Council, Commission on Behavioral and Social Sciences and Education, Committee on Early Childhood Pedagogy, 2001-01-22 Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers—and learners—every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? *Eager to Learn* explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from

different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Classroom Observer Ann E. Boehm, Richard A. Weinberg, 1997 Systematic observation is essential for educators to evaluate properly the effectiveness of curricula and to address the problems of individual students. This new third edition emphasizes early childhood, and focuses on those skills that will enable the observer to make appropriate, valid inferences and to arrive at decisions based on objective observation data gathered in natural learning environments and diverse educational settings. Includes new focuses on: Procedures for observing environmental factors that affect learning and behavior The importance of understanding the cultural and linguistic

characteristics of children's learning environments
The key role of observation in the assessment process
The forms of observation, with illustrative examples
The exploration of reliability, sampling behavior, recording formats, summarizing observational outcomes, and validity
Using photographs, sample worksheets, a simple format, and straight-forward language, the authors cite fascinating real-life examples from early childhood that can be applied to a variety of classroom experiences. "The Classroom Observer provides the foundation for learning how to watch children in systematic and child-focused ways. The authors make the critical and often underappreciated point that keen insight into children's development may be learned, and that while many early childhood educators already watch children, much can be gained from systematic observation. I believe that this book provides a basis for critical reflection upon one's own observation skills." —From the Foreword by Jeanne Brooks-Gunn

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