

5. OBSERVING, RECORDING, AND REPORTING CHILDREN'S DEVELOPMENT

Observing and Recording

How do teachers know if the materials in the activity centers are of interest to children? How do they know if the activities are meeting the needs of children? How can teachers share information with parents in a way that accurately describes how their children are spending their time? How do teachers document a concern that they have about a child's behavior? How do teachers individualize an activity?

These are some of the questions that teachers should ask themselves as they plan activities, adapt the environment, and interact with children.

One method that teachers have found useful is to observe children in their natural environments — home, classroom, and outdoors — and to record their observations. In this way, they have concrete information that they can share with parents and other members of the teaching team.

Observation is the process of watching a child at work or play without interfering in the activity.

Recording is the process of documenting the observed activity or behavior. Although many teachers do this naturally, a systematic approach helps ensure that children are observed participating in many different activities over time.

Teachers' observations must be sensitive and detailed. Young children are often unable to express in words what they express in action. A child might express frustration by throwing the paper on the floor when he cannot cut with scissors. A big smile might be the only indication we have that a child has climbed to the top of the slide for the first time. As Cohen and Stern observe,

Children communicate with us through their eyes, the quality of their voices, their body postures, their gestures, their mannerisms, their smiles, their jumping up and down, their listlessness. They show us, by the way they do things, as well as by what they do, what is going on inside them. When we come to see children's behavior through the eyes of its meaning

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Child Development: Day Care: Administration, by M. S. Host and P. B. Heller. (no. (OCD) 72-20) United States. Office of Child Development,1971 Child Development: Day Care United States. Office of Child Development,1971

Administration Malcolm S. Host, United States. Office of Child Development, Pearl B. Heller, 1971 **Day Care** United States. Office of Child Development, **Administration** United States. Administration for Children, Youth, and Families, 1985 **Designing for Kids** Krystina Castella, 2018-11-08 Designers especially design students rarely have access to children or their worlds when creating products images experiences and environments for them Therefore fine distinctions between age transitions and the day to day experiences of children are often overlooked Designing for Kids brings together all a designer needs to know about developmental stages play patterns age transitions playtesting safety standards materials and the daily lives of kids providing a primer on the differences in designing for kids versus designing for adults Research and interviews with designers social scientists and industry experts are included highlighting theories and terms used in the fields of design developmental psychology sociology cultural anthropology and education This textbook includes more than 150 color images helpful discussion questions and clearly formatted chapters making it relevant to a wide range of readers It is a useful tool for students in industrial design interaction design environmental design and graphic design with children as the main audience for their creations *Resources in Education* ,1998 *Development of a Students' Laboratory Manual for Observation of Young Children* Bernadette M. Randall, 1965 **Observing, Recording, Interpreting Child Behavior** John M. Carlevalle, 1990 Training for Professional Child Care Beverly Gulley, Jacqueline Eddleman, Douglas Bedient, 1987 Only about 25 percent of the employees in child care operations around the country have had professional training in dealing with children Newsweek This book is a proven practical approach to providing that training at a minimum of expense and disruption of services Written for trainers it may profitably be used by any individual who wants to know more about positive methods for working with children The information provided here has been used extensively to train child care providers throughout Illinois Covered in detail are discipline professionalism child and adult communication child development observation assessment play nutrition health and safety parent involvement and education child abuse developmental care and organization of the environment Illinois Governor James Thompson former DCFS Director Gregory Coler and DCFS Director Gordon Johnson have all endorsed these materials by continuing to recommend them for day care training in Illinois **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 **Teaching Elementary Mathematics** Nancy L. Smith,Diana V. Lambdin,Mary Lindquist,Robert Reys,2012-04-13 This Field Experience Manual helps students design and reflect on classroom observations interviews and sample teaching activities This workbook will enable students to work within the text allowing instructors to assign work from the text itself Smith Teaching Elementary Mathematics A Resource for Field Experiences can be used with any Elementary Math Methods text **Childhood Education** ,1927 Includes music *Tests and Measurement in Early Childhood Education* Sue Clark Wortham,1990 **Assessment in Early Childhood Education** Sue Clark Wortham,2008 A practical guide for assessing young children from infancy through age eight focusing on formal and informal assessment content strategies and examples Proceedings, Abstracts of Lectures and a Brief Report of the Discussions of the National Teachers' Association, the National Association of School Superintendents and the American Normal School Association National Education Association of the United States,1888 *Journal of Proceeding and Addresses* National Education Association of the United States,1911 Vols for 1866 70 include Proceedings of the American Normal School Association 1866 69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association **Proceedings of the Annual Meeting - National Education Association of the United States** National Education Association of the United States,1911 **Child Care and Development Occupations** Atlanta. Public Schools. Dept. of Curriculum Development and Supervision,1974 Report to the Legislature on the Graduation Standards ,1995

Decoding **5 Observing Recording And Reporting Childrens Development**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**5 Observing Recording And Reporting Childrens Development**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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