Observing Children: Looking and Learning

Set Two Training CKC: Observation & Assessment 1-3 Hours

Outcome: Participants will examine the use and types of observations and practice observation techniques.

Description: What can we learn from observing the children in our programs? We will examine the whats, whys, and hows of observations, as well as the types and purposes of them. We will then practice observation techniques and tools. Providers will leave this training excited to apply what they've learned about conducting observations in their programs.

Objective	Activities	Materials Needed	Time
1. Participants will examine the responsible use of observation and assessment.	Welcome, introductions, agenda, objectives, and materials sharing. Reflection: How do you get to know the children in your program? What are their interests, strengths, and challenges – and how do you learn that information? After participants have time to individually reflect, ask them to get into groups based on the age groups they work with (infant/toddler, preschool, school age, or multiple age groups) and share their reflections with each other. After a few minutes, ask for volunteers from each "ages if children served" group to share with the whole group. Activity: What is observation? Word web. (Participants finish the sentence "Observation is . . . " or "Observation includes . . . " Break into the same "ages of children served" groups if a larger group (and give each group their own chart paper) or complete activity as a whole group. Review the chart after all responses have been recorded. Age Group Reflection Activity: Break into "ages of children served" groups. Examine how using observation and assessment responsibly is a beneficial program practice. As a group, write on sticky notes WHY observation of this age group is important in early learning programs and how it benefits the children, the families, and the program. Have each group share their sticky notes and add to a chart titled "Benefits of Observation". Discussion: Examine definitions of observation and assessment. The NAEYC definition of assessment indicates observations as the primary tool of that assessment.	PP slides and agenda for participants or written on chart paper Paper/sticky notes and writing tools Large chart paper or whiteboard w/markers (regular or dry erase) Paper/sticky notes and writing tools Large chart paper or whiteboard PP slides/handout for participants	10 minutes 10 minutes 10 minutes 10 minutes 5 minutes **45 minutes**

Observing Children: Looking and Learning

Set Two Training CKC: Observation & Assessment 1-3 Hours

Outcome: Participants will examine the use and types of observations and practice observation techniques.

Description: What can we learn from observing the children in our programs? We will examine the whats, whys, and hows of observations, as well as the types and purposes of them. We will then practice observation techniques and tools. Providers will leave this training excited to apply what they've learned about conducting observations in their programs.

Objective	Activities	Materials Needed	Time
2. Participants will examine types of observation and their purposes.	Discussion about how there are several types of observations which serve different purposes (running records, anecdotals, brief notes, developmental checklists, work samples, guided questions, photos, video, audio recordings, etc.). Hand out the *Types of Observations* form and the observation samples to examine for several minutes. Activity: *Matching Guided Questions with Types of Observations*. Have pairs and/or small groups use the *Types of Observations* form as a reference to complete the *Matching Guided Questions with Types of Observations* form. After most groups are finished, discuss what the small groups recommended and why they chose those types of observations. Discussion and/or matching game activity of how to match the types of observation with what you want to know (purpose). Participants can work together in small groups; discuss how they decided which type of observation to use. (Think about question on the slide during break.)	*Types of Observations* handout and observation samples (developmental checklists, running records, etc.) *Matching Guided Questions with Types of Observations* handout PP slide & matching activity cards	20 minutes 15 minutes 10 minutes **45 minutes**
3. Participants will practice observation techniques.	Discussion of descriptions vs. interpretations, objective vs. subjective, and confirmation bias. Document what you see and hear. Photo interpretation activity: in "ages of children served" groups, view photo, make mental notes, and take turns describing what you saw to your peers. Show one video; have participants record what they observe. Debrief by writing "Objective" and "Subjective" while categorizing participants' observations. Discuss and give feedback about objective observations. Have participants break into groups of ages of children served and watch at least two of the videos using at least two different types of observations. Debrief the observation experience when finished.	PP slides/Pages 223 – 225 in *The Art of Awareness* Photos of children of different age groups in programs. Pages 26 – 31 in *The Art of Awareness* Videos of children of various ages, writing tools, and variety of observation forms	15 minutes 15 minutes 10 minutes 20 minutes **1 hour**

Observing Children: Looking and Learning

Set Two Training CKC: Observation & Assessment 1-3 Hours

Outcome: Participants will examine the use and types of observations and practice observation techniques.

Description: What can we learn from observing the children in our programs? We will examine the whats, whys, and hows of observations, as well as the types and purposes of them. We will then practice observation techniques and tools. Providers will leave this training excited to apply what they've learned about conducting observations in their programs.

Objective	Activities	Materials Needed	Time
4. Participants will complete closing activities.	Professional Action: Rose, Thorn, and Bud Reflection. Participants reflect on/write down something about observations they feel they are already doing well (a rose), something about observations they feel is challenging (a thorn), and something about observations they plan to start doing (a bud). They can share with peers in small groups and/or the large group depending on time. Discussion: questions and answers and follow up. Encourage participants to conduct observations before participating in the *Observing Children: Program Practices* training (share date/time/location of that training). Complete session evaluations. Distribute certificates.	Visuals of a rose, a thorn, and a bud; paper/sticky notes and writing tools Evaluations & certificates	15 minutes 5 minutes 10 minutes **30 minutes**
			Total Training Time: 3 hours