

Observation & Assessment Introduction

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Description: This course defines and unpacks the processes of Observation and Assessment.

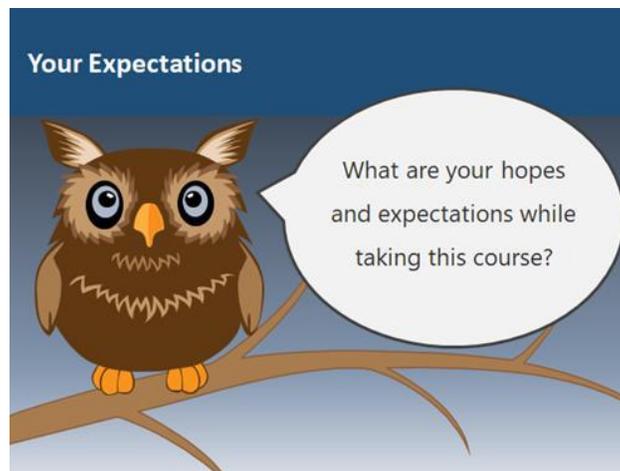
Learning Objective

- After the lecture and completing the supporting activities the student will recall the facts, terms, and basic concepts of observation and assessment.
- Activities to assess learning will include coursework, reflection, shared discussion, applied knowledge, and assessment.
- With the information presented the student will choose an observation plan that they will implement in their work.

Core Competency

NAEYC Standard 3: Observing, Documenting and Assessing to Support Young Children

Training Hour: 3 hrs.



What are your hopes and expectations while taking this course?

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On your own or with your group see if you can find the five changes!



Find the 5 changes

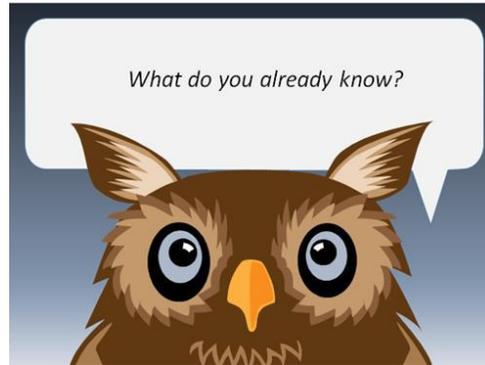


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Circle or mark T = True or F = False

1. With the information you collect you will be able to individualize learning and support their development in all areas. **T - F**
2. The observation is confidential and can only be shared with the family (guardians), the director, and any services that have been given permission by the family (Guardians). **T - F**
3. The observer-expectancy bias as it relates to teacher-child interactions is connected to confirmation bias. **T - F**
4. You may not realize you have a bias about this a child or set of children. **T - F**
5. The observations and assessments are a good starting point in meeting the development and learning needs of a child. **T - F**
6. The role of the classroom teacher is to diagnose a condition and tell the family. **T - F**
7. Observing a child at play provides a more authentic result. **T - F**
8. The strength-based approach looks realistically at a child's existing strengths and abilities. **T - F**

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Purpose of Observation

What are your thoughts on individualizing learning with observations?



Observation Guidelines

1. _____
2. _____
3. _____
4. _____

5. _____

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Planning for Assessment Video



The Observation Site



Observer Behavior



Skills you learn to complete an observation include your _____,
_____, _____, and _____.

Responsible Assessment

Cultural and Linguistic Sensitivity

“Observational Tools to Inform for Culturally and Linguistically Diverse Learners”, Thea Yurkewecz,
University at Albany, State University of New York.

<https://files.eric.ed.gov/fulltext/EJ1034916.pdf>

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Ethics of Observation

The observation is confidential and can only be shared with:

1. _____

3. _____

2. _____

4. _____

Avoiding Personal Bias



1. Observer-expectancy bias is the subconscious set of expectations you have about a child that is confirmed by their behavior. T - F
2. Children are so engaged in what they are doing, they will not perceive that they are being watched. T - F

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Observer Expectancy Bias

1. Observer-expectancy bias is the subconscious set of expectations you have about a child that is confirmed by their behavior. T - F
2. Children are so engaged in what they are doing, they will not perceive that they are being watched. T – F
3. You may not know you have a bias; this is called _____

What are your thoughts about observer-expectancy-bias?

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Bias Video

As an example, this is one study to consider when thinking about bias. Bias Isn't Just A Police Problem, It's A Preschool Problem | Let's Talk | NPR, Sep 30, 2016

<https://www.youtube.com/watch?v=ucEAcIMkS0c>

With a partner share your thoughts



End of Section

Standards

Standards are a _____ set of goals.

Content Standards are _____.

The process of alignment _____ with development.

Assessment Uses:

Diagnostic Purposes:

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Strength Based Assessment

Play based Assessment

Screening and Formal Evaluation

Effective Assessment

The elements of Effective Assessment are: Circle the ones that apply.

Being on time objective flexible subjective thoughtful

A test acceptable constructive public diagnostic

End of Section

Assessment Tools

Powerful Portfolios for Young Children Article in Early Childhood Education Journal ·

August 2008 <https://www.researchgate.net/publication/227205797>

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Child Portfolios



Anecdotal

<https://www.youtube.com/watch?v=ed9EqWXO4Jg>

usgovACF6.83K This in-service suite describes how to collect and use anecdotal records to document child progress. Aug 18, 2015

Example: Handout Anecdotal <https://pillarsofexcellence.org/wp-content/uploads/2020/11/Anecdotal-example.pdf>

An anecdotal record is the _____ description of a child's behavior (called a _____) as it appears and can often be unplanned.

Choose 2: Re-write the following sentences from the subjective form to the objective form. See worksheet.

- Child 1 was crying when they came into the room. They were sad and clingy, Mom spoils them.
- Child 2 is in a bad mood today, because they have been hitting kids all day.
- Child 3 is two years old and is chewing on all the toys, I think they are hungry.



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Running Record

Example: Running Record: <https://pillarsofexcellence.org/wp-content/uploads/2020/11/Running-Record-Example.pdf>

The running record provides more detail in a systematic way. Which includes the _____ of events that occur in a specific and planned time frame.

Time Sampling

Example Time Sampling:

<https://pillarsofexcellence.org/wp-content/uploads/2020/11/Time-Sampling-Example.pdf>

To complete a time sampling observation, you will document how often a behavior happens within a _____ time frame.

Event Sampling

Example Event Sampling: <https://pillarsofexcellence.org/wp-content/uploads/2020/11/Event-sampling-example.pdf>

Event sampling focuses on _____. There is no specific time frame or duration.

Checklists and Rating Scales

Example Checklists: <https://pillarsofexcellence.org/wp-content/uploads/2020/11/Check-list-example.pdf>

A checklist is helpful in observing _____ behaviors and skills. This could be mastering a skill such as if a child knows the alphabet.

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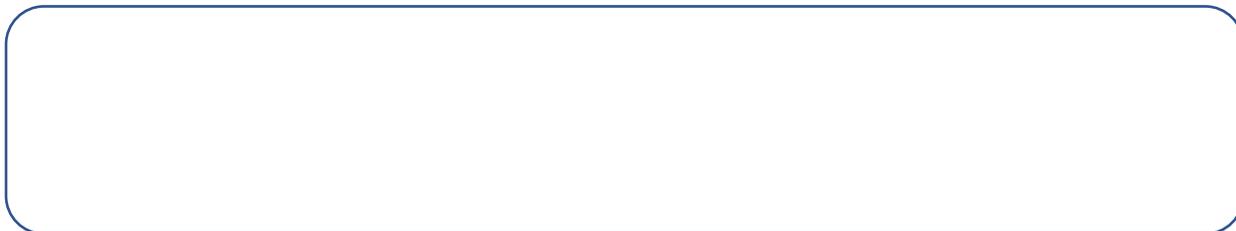
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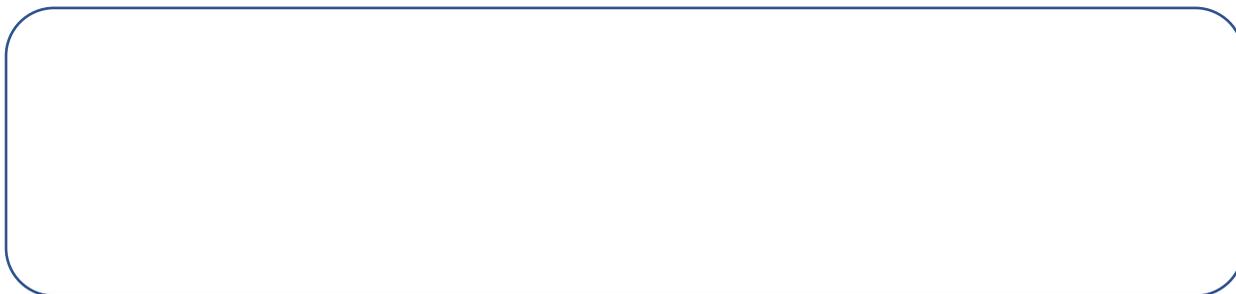
Media Documentation



A Quick Note

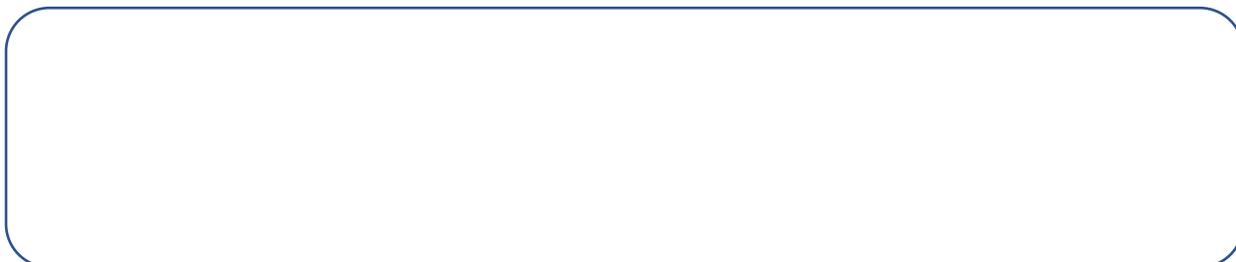


What are your thoughts after this section?



Working with Families

What is an example you can think of?



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What is your best tip on communicating with families?



Mentoring and Relationship

Can you remember a time you partnered with family?



Notes



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Final Assessment

Choose the correct answer

1. Through observation you will be able to:

- Find out who the naughty kids are.
- Evaluate how a child is developing and catch any atypical development.
- Diagnose a child and tell the family

3. The type of observation you are planning may determine where it happens. True False

4. Skills you learn to complete an observation include your proximity, posture, interactions, and time. T F

5. A standard needs to _____ with development.

7. List some artifacts and information you could put in a Child portfolio

8. An anecdotal record is a narrative of a child's behavior. T F

9. The running record provides more detail in a systematic way. Which includes the sequence of events that occur in a specific and planned time frame.

10. To complete a time sampling observation, you will document how often a behavior happens within a designated time frame.

11. Event sampling focuses on which of the following. (Choose all that apply)

- place
- no specific time frames
- no specific duration.

12. A checklist is helpful in observing sequential behaviors and skills. Can you think of an example of sequential behavior or skill?

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Resources

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2. Assessment in Early Childhood Education 3rd Edition, Sue C Wortham, Prentice Hall, Inc. Uppers Saddle River, New Jersey, 2001
3. Elicker, J., & McMullen, M. B. (2013). Appropriate and meaningful assessment in family-centered programs. *YC:Young Children*, 68(3), 22-26.
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5. Blessing, A. D. (2019). Assessment in kindergarten. *YC: Young Children*, 74(3), 6-12.
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7. Multifaceted Assessment for Early Childhood Education by Robert J. Wright, Publication Date: 2009-11-02
8. Fidelity of Implementation in Assessment of Infants and Toddlers by Angela Stone-MacDonald; Lianna Pizzo; Noah Feldman, Publication Date: 2018-04-04
9. Observing Young Children by Sandra Smidt, Bates, C. C., Schenck, S. M., & Hoover, H. J. (2019). Anecdotal records. *YC: Young Children*, 74(3), 14-19.
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15. Portfolio and work sampling systems. (2013). In S. M. Benner, & J. C. Grim, *Assessment of young children with special needs: A context-based approach*. New York, NY: Routledge.
16. Moodie, S., Danieri, P., Goldhagen, S., Halle, T., Green, K. LaMonte, L. (2014). *Early childhood developmental screening: A compendium of measures for children ages birth to five* [OPRE Report 2014-11]. Washington, D.C.: U.S. Department of Health and Human Services.