Presented by Cheryll Ruszat, Rayann Palazzolo and Floyd Creech
AMS- TES 2014 Annual Meeting, Dallas, TX
March 27, 2014

IMAGINE…

AN OBSERVATION TOOL ON A PIECE OF PAPER THAT
DOCUMENTS OBSERVATION
PLANS LESSONS
CHARTS GIVEN LESSONS
CATCHES MEMORIES
ON A PIECE OF PAPER OR A TABLET SCREEN!

What it is.

Where did it come from?

How it works.

Why it works.

Making it Work for you!

Intern Name: Date: 9/20/13-9/26/13 **«FirstName»** «birthdate» **«age»** Theme:	**Child's Choices of Significance** **P** **S** **A/Ms** **M** **L** **G/Sc** **T**	**Teacher Planned Lessons**	**Comments:**
P S A Ms **M L G Sc T**			**Ch**
Intern Name: Date: 9/20/13-9/26/13 **«FirstName»** «birthdate» **«age»** Theme	**Child's Choices of Significance** **P** **S** **A/Ms** **M** **L** **G/Sc** **T**	**Teacher Planned Lessons**	**Comments:**
P S A Ms **M L G Sc T**			**Ch**
Intern Name: Date: 9/20/13-9/26/13 **«FirstName»** «birthdate» **«age»** Theme	**Child's Choices of Significance** **P** **S** **A/Ms** **M** **L** **G/Sc** **T**	**Teacher Planned Lessons**	**Comments:**
P S A Ms **M L G Sc T**			**Ch**

Friday- Purple, Monday- Black, Tuesday- Red, Wednesday- Green, Thursday- Blue, Carryover lessons - Hot pink

Intern Name: Date: 9/20/13-9/26/13 **«FirstName»** «birthdate» **«age»** Theme: thematic topic or events/activities that are scheduled for all children 1 – Make a list merge of the children in your class – your 3 thumbs on the first page – the remaining class from OLDEST to youngest	**Child's Choices of Significance** **This box holds observations of jobs that the child is choosing by choice** **as a follow through to a teacher given lesson** **observed a friend doing it** **material calls to the inner workings of the child's development** **randomly chosen – reason not readily apparent or for pleasure**	**Teacher Planned Lessons** **Lessons are planned by the teacher (you) based on the observations to the left as well as overview planning which is cyclical according to the calendar.**	**Comments:** **This column is a place to record notes for further reference. Such as – child seemed unusually tired, didn't like lunch, reached a milestone.** **Include a message that an additional anecdotal record was made and date it here as well as on the anecdotal record.**
P S A Ms **M L G Sc T** **Chicken Scratch Column** **Repeat Choices Of Jobs** **Minor Focus** **Monitor By Teacher For Significance** **Chicken scratches can also go in the observation color to indicate repeated choice during this week**			**Ch** **Child portfolio entries are marked collected here with the date. Special reflections by the child of their work can also be noted here as well as on the specimen collected**

COLOR CODING:
Friday – Purple Monday – Black Tuesday – Red Wednesday – Green Thursday – Blue
Carryover of lessons to the next week (s) Hot pink

OBSERVATION ENCODING KEY

*** Note children's general work choices in the chicken scratch area**
*** Note children's choices of significance (milestone, repeated activity, mastery, meaningfulness, etc.)**

Concentration Levels

A– agitated, unfocused, not really interested

Indicates intervention by the teacher is needed indicate lesson or remark

B – basic behavior– making progress

Awareness and monitor for next steps, most common

C - concentrating with focus

This indicates that the teacher will monitor and maintain until it is time to give the next lesson which will again be indicated by the child's behavior. The child will either continue to focus, or begin to lose interest. If the loss of interest is due to satiation with the concept, present the next lesson. If the loss of interest is due to another distraction, intervene to determine how to refocus the child.

***Encode LESSONS/PRESENTATIONS in both columns:**

For noting and charting learning and development, use the observation and lesson columns together:

IN THE CHILD'S CHOICE COLUMN	***IN THE LESSON COLUMN***
Note child's choices of significance, concentration level	List a follow up lesson
✓ - Lesson on job child chose - INDIVIDUAL presentation given (name the job)	****~~Cross off~~ lessons given in lesson column instead of*** ✓
3 - Three period lesson - name the nomenclature	Indicate the follow up activity
N - Difficulty with the lesson - Needs more help needs to relearn/re-present	List the lesson to help
→ REPEAT/REINFORCE ⟶	Can draw across for lesson
F – Finish – not yet complete	Can be in lesson column
	Carry over in pink to next wk.

Cognitive Development Codes (Note after lessons in both columns)

I - Introduced - imitation and repetition

Y – Application and synthesis

V - Variation or Parallel activity

E - Extension and the level of sensory activity

X – Continued refinement and expansion of skill- entered on grid - go to next level

Comment Column

This is a good place to document social/emotional development issues. Use the coding below:

✱ - inappropriate – make a comment

R - Redirected – state situation

W – Wandering – can chicken scratch if this is being noted

This column is a place to record notes for further reference. Such as – child seemed unusually tired, didn't like lunch, reaches a milestone. Note anecdotal records (AN) with the date.

Ch .

Child portfolio entries are marked collected here with the date. Special reflections by the child of their work can also be noted here as well as on the sample collected.

IMPORTANT DOCUMENTATION ON OBSERVATION FORMS:

While it is very important to monitor ALL activity, it is most important to record both SPONTANEOUS ACTIVITY OF SIGNIFICANCE AND ACTIVITY WHICH IS INDICATIVE OF LEARNING AND DEVELOPMENT.

Observations should be an ***in-depth*** reflection of the child's development and learning. It should specify/focus on activities that the child is challenged by, how well they concentrate and if they are ready for one of the following:

Note these observations in the Child's Choice box	***Automatically plan in the lesson box***
struggling with the concept within the material or doing it incorrectly or an incorrect layout A	→lesson should be reevaluation and reintroduction of the material
seems to be going through the motions but not really focusing on the material A	→lesson should note to reintroduce and find the cause of the problem
seems focused during the work B	note on observation to re-observe
The child is showing good progress with the concept. Reinforcement/ Practice is indicated C	***Y*** a lesson for a parallel or practice activity →a repeat of a job that the child is focused on
Extension of understanding of the concept is indicated ***OR*** the child seems done with a specific level of learning that is contained within the material they have focused on C	***Y*** E → **l**esson plan reflects a lesson for the next level of the material
The child seems to have mastered the concept C followed by B or A	X lesson planned for the next concept

Chicken Scratch area

If you observe the child working but nothing else is significant or you cannot place it in the category above, then it is simply purposeful activity – **chicken scratch** the area at the bottom of the box.

Spontaneous activity – checking off lessons in the observation box

Lessons that you are marking complete that are spontaneous during the course of the day (such as the child takes something from the shelf and doesn't know how the job works, thus you will give a lesson) are **checked off** ✓ at the observation box and a FOLLOW-UP lesson planned in the lesson box.

Lessons planned by the teacher – YOU

The lessons in the lesson box are follow up lessons and other lessons planned by YOU throughout each day. These are the lessons YOU LEAD A CHILD TO when you approach them to do activity! These lessons are a PRIORITY in the realm of your directed activity with the child. When you finish, **cross these off** with a horizontal line through the lesson and mark the level of success (ex. ~~zipping frame~~ B /). By the beginning of third quarter, YOU SHOULD BE GIVING LESSONS ALL DAY LONG, thus have many lessons planned and CROSSED OFF within the lesson box.

	Child's Choices of Significance	Teacher Planned Lessons	Comments:
Intern Name: Cheryll Ruszat Friday - Thursday Date: 9/20/13-9/26/13 **Sylvia** 2/19/08 **3.7** Theme – Butterflies/nutrition	P tea party B Fold ✓C/ mir pol B Baby matching ✓C S pt B, pt V, B Y A/Ms collage B / M teen brd A L mfl, sound box B/ C/ C/ B	Readiness match****** ~~Thematic collage C~~ Teen E ✓A ** ~~Mfl bklt B~~ x	Loves the butterflies- fav. *bossing friend R Felt tired Sick Thursday 9/23
P //// S // A ~~///~~ // Ms/// M / L // G/ Sc~~////~~ T /// /	G/Sc flag bkl – F butterfly match B Pyram. A T	F ~~Btfly. 3 prt~~ C Y book 3/ food groups ******	Ch Prts bfly "Butterflies make me dream about them" 9/21

******(note – these will most likely be carried over to the next week as it is Wednesday and it is noted that Sylvia was sick on Thursday. As the new form begins on Friday, the lesson is carried over. The new form will look like the one below:

**a check mark but not crossed off – lesson given but needs to be repeated – in this case the child did not appear engaged

	Child's Choices of Significance	Teacher Planned Lessons	Comments:
Intern Name: Friday - Thursday Date: 9/20/13-9/26/13 **Sylvia** 2/19/08 **3.7** Theme – Butterflies/nutrition	P S A/Ms M L G/Sc T	Readiness match Teen E Btfly book 3/ food groups	
P S A Ms M L G Sc T			Ch

COLOR CODING:
Friday – Purple Monday – Black Tuesday – Red Wednesday – Green Thursday – Blue Carryover of lessons - Hot pink