



## FORM #1: CLASSROOM OBSERVATION REPORT

STUDENT: <u>Jamie VAN Mijl (MATHS)</u>	DATE: <u>OCT 25, 2012</u>
SCHOOL: <u>Rapid City School</u>	GRADE/SUBJECT: <u>3/4 ELA</u>
COOPERATING TEACHER(S): <u>Jody Hryniak</u>	

Describe the student teacher's performance and make recommendations. The following may be noted: learners, outcomes, activating strategies, acquiring strategies, applying strategies, assessment strategies, and management strategies.

17- Or 3/4 students

3.2.5 - making sense of info.

4.1.3 - organize ideas

5.2.2 - work in groups.

Jamie began by doing the "listening to reading"; she read a short story aloud: *My Bear*. The students then picked one of four activities and rotated to a different activity for the next 15 minutes:

During this time, Jamie worked with four students on guided reading while an aide went from group to group ensuring all were on task. When each group's guided reading was done, they worked on a variety of worksheets depending on their reading level (Groups A to D). These students have been pre-taught by the C.T. to ensure the appropriate starting point.

On the Smart Board, there is a large print count-down clock (from 5 min to 0). The computer automatically plays an upbeat jingle as students move independently to their next activity or go to Jamie for guided reading. A different student is chosen each day to activate the 15 min. timer for each activity. The students have a Daily 5 Ticket which lasts all week - they check off what they have done and can easily see what needs to be done in the next 15 minute block.

Jamie explained clearly the expectations for this class. She showed much poise and confidence and was definitely in charge of the class. The students respected her and did exactly as she outlined. Jamie's class outline was thorough and followed to a T!

Cool class!

White Copy - Student Teacher  
Yellow Copy - Field Experience Office  
Pink Copy - Cooperating Teacher

Student: J. van Mijl

Cooperating Teacher: \_\_\_\_\_

Faculty Supervisor: Dennis R. Kowalski

# Sample Of Preschool Observation Comments

**Judd E. Hollander**



## Sample Of Preschool Observation Comments:

*Preschool Assessment* Marla R. Brassard, Ann E. Boehm, 2011-06-08 Comprehensive and user friendly this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures integrating data from a variety of sources and using the results to plan and evaluate effective interventions and learning experiences Coverage encompasses screening and assessment of cognitive linguistic emotional and behavioral difficulties including mental retardation and autism Case studies illustrate key facets of assessing diverse children and families appendices offer concise reviews of over 100 instruments An Introduction to Young Children With Delays and Disabilities Richard M. Gargiulo, Jennifer L. Kilgo, 2024-07-29 An Introduction to Young Children With Delays and Disabilities Birth Through Age Eight introduces readers to educational policies services and practices for future educators serving young children birth through age eight with delays and disabilities in early intervention early childhood special education EI ECSE Thoughtfully and comprehensively addressing the needs of young children and their families authors Richard M Gargiulo and Jennifer L Kilgo offer interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making cultural and linguistic responsiveness and appropriate instruction and interventions in classroom settings and beyond The Sixth Edition has been thoroughly updated to incorporate the Initial Practice Based Professional Preparation Standards for Early Interventionists Early Childhood Special Educators developed by the Division for Early Childhood DEC and Council for Exceptional Children CEC in 2020 as well as the DEC Recommended Practices **The Portfolio Book** Elizabeth F. Shores, Cathy Grace, 1998 Presents the use of portfolio books to assess children s learning Provides ten easy to use steps that can be integrated into everyday teaching **Planning for Play, Observation, and Learning in Preschool and Kindergarten** Gaye Gronlund, 2012-12-11 Plan developmentally appropriate play based curriculum for early childhood classrooms **Action Research** Craig A. Mertler, 2016-06-29 Craig Mertler s Action Research Improving Schools and Empowering Educators introduces practicing educators to the process of conducting classroom based action research Practical and comprehensive the book focuses on research methods and procedures that educators can use in their everyday practice This Fifth Edition adds enhanced coverage of rigor and ethics in action research means of establishing quality of both quantitative and qualitative data as well as strengthened pedagogical features New material includes discussions of social justice advocacy as an application of action research and the inclusion of abstracts in research reports **An Introduction to Young Children With Special Needs** Richard M. Gargiulo, Jennifer L. Kilgo, 2018-12-07 An Introduction to Young Children with Special Needs Birth Through Age Eight is a comprehensive introduction to educational policies programs practices and services for future practitioners serving young children with

delays or disabilities in early intervention early childhood special education EI ECSE Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities revered authors Richard M Gargiulo and Jennifer L Kilgo offer evidence based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making developmentally appropriate practices cultural responsiveness and activity based intervention

**Introduction to Educational Research** Craig A. A. Mertler, 2024 Early Childhood Centers United States. General Accounting Office, 1995 This report discusses the services disadvantaged children need to prepare for school the extent to which they receive these services from early childhood centers defined as providing child development parent and health and nutrition services and the reasons early childhood centers may not deliver all the services these children need Chapter 1 describes the objectives scope and methodology of the study and the funding of early childhood programs by federal and state governments Chapter 2 discusses the full range of services needed to prepare children for school developmentally appropriate high quality services parent services and health care and nutrition services Chapter 3 presents two reasons why most disadvantaged children do not receive these services they do not attend early childhood centers and if they do attend early childhood programs the centers that they attend may provide only limited services The limited number of places available in the centers limited subsidies and narrow program missions are discussed in chapter 4 as barriers which impede centers efforts to provide services to disadvantaged children The last chapter suggests changes required in the areas of funding and program missions so that the first national education goal by the year 2000 all children will enter school ready to learn can be met This report contains seven appendices including description of selected federal programs that provide early childhood services case studies of early childhood programs in four states technical description of national data analyses standards that apply to early childhood centers and Department of Education comments

*Introduction to Educational Research* Craig A. Mertler, 2021-11-14 This Third Edition of Craig Mertler's practical text helps readers every step of the way as they plan and execute their first educational research project Offering balanced coverage of qualitative and quantitative methods an emphasis on ethics and a wealth of new examples and concrete applications the new edition continues to use conversational nontechnical language to help students clearly understand and apply research concepts principles procedures and terminology Expanded coverage of foundations of research an increased focus on integrating qualitative and quantitative research and updated coverage of research questions and the tools of qualitative research bring the book thoroughly up to date while streamlined coverage of statistics shows students how to do quantitative analysis in a straightforward way

**Early Childhood Centers** DIANE Publishing Company, 1995-08 *Early Childhood Education* Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young

children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience

**Let's Learn and Play!, Ages 2 - 5** Gunzenhauser,2010-06-11 Prepare opportunities for purposeful play with students in grades PK K using Let s Learn and Play This 160 page book is a comprehensive resource for creating purposeful play centers that help students solve problems experiment navigate social situations and prepare for learning These well designed modifiable center ideas allow teachers to put a personal stamp on the classroom The book supports NAEYC standards

**School-Based Behavioral Assessment, Second Edition** Sandra M. Chafouleas,Austin H. Johnson,T. Chris Riley-Tillman,Emily A. Iovino,2021-01-08 Revised and expanded with the latest tools and strategies this concise book offers guidance for effectively conducting social emotional and behavioral assessments in today s K 12 schools The expert authors present foundational knowledge on assessment and data based decision making at all levels whole schools small groups or individual students within a multi tiered system of support MTSS Chapters describe when why and how to use extant data systematic direct observation direct behavior rating and rating scales In a large size format for easy photocopying the book includes reproducible forms and templates Purchasers get access to a webpage where they can download and print the reproducible materials New to This Edition Reflects a decade of change in behavioral assessment including an increased focus on screening and progress monitoring Includes current knowledge about the defensibility usability repeatability and flexibility of each method Focuses on social emotional and behavioral assessment within MTSS frameworks Chapter on practical applications featuring in depth case studies Reproducible tools now available online This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

**Early Childhood Education and the Student Empowerment Program** Mario C. Barbieri,Jane C. Wiatr,2020-04-15 Dr Mario C Barbieri and Jane C Wiatr have developed a practical and informative guide to teaching for both new and seasoned teachers administrators and their support

staff This book spotlights The Student Empowerment Program and is the foundation for a positive climate and culture in the early childhood classroom The program is detailed chapter by chapter and addresses the nature of the learner from play and exploration to technology to rubrics and assessments This covers the gamut of what every educator needs to know to become a master in their field The Student Empowerment Program contains the 5 R s which is the architecture a teacher needs to build a solid foundation for learning and self regulation Any educator who wants to make a positive change and become enabled to teach more and discipline less will appreciate the simplicity of our program in this step by step handbook Every word whether it is our personal experience or research based is dedicated to facilitating a smooth transition toward positive discipline student self regulation and student empowerment *Early Childhood Assessment* Carol S. Lidz, 2002-12-16 A new guide to conducting more comprehensive and meaningful psychological assessments of young children Early Childhood Assessment presents a thorough step by step approach to the comprehensive psychological assessment of young children In addition to covering major psychological tests this invaluable resource includes specific guidelines and formats for interviewing parents and other caregivers observing children and caregiver child interaction conducting dynamic assessments writing reports and evaluating outcomes of recommended interventions Dr Lidz s approach encourages a broad range of observation with an overarching objective of completing a picture of the whole child from family life to social emotional and neuropsychological functioning She leads the reader through each step of a comprehensive assessment touching on the major data sources necessary for a full understanding of the child within different environments Throughout the book Dr Lidz advocates best assessment practices that reflect the interests of children and families Features useful information on Conducting initial interviews and observations for setting the course of the assessment Using standardized and nonstandardized approaches to generate both qualitative and quantitative data Viewing children and families within their cultural contexts Integrating assessment data sources to generate meaningful recommendations and readable reports Plus Includes unique chapters on play observation of parent child and teacher child interactions and dynamic assessment Early Childhood Assessment is a valuable tool for professionals and students who are concerned about the richness and complexity of children s development within their families and communities *Social Psychology of Dress* Sharron J. Lennon, Kim K. P. Johnson, Nancy A. Rudd, 2017-03-09 Social Psychology of Dress presents and explains the major theories and concepts that are important to understanding relationships between dress and human behavior These concepts and theories are derived from such disciplines as sociology psychology anthropology communication and textiles and clothing Information presented will provide summaries of empirical research as well as examples from current events or popular culture The book provides a broad based and inclusive discussion of the social psychology of dress including The study of dress and how to do it Cultural topics such as cultural patterns including technology cultural complexity normative order aesthetics hygiene ethnicity ritual Societal topics such as family economy occupation social organizations and sports fraternal organizations Individual focused

theories on deviance personality variables self values body image and social cognition Coverage of key theories related to dress and identity provide a strong theoretical foundation for further research Unique chapter features bring in industry application and current events The end of chapter summaries discussion questions and activities give students opportunities to study and research dress Teaching resources including an instructor s guide test bank and PowerPoint presentations with full color versions of images from the textbook Social Psychology of Dress STUDIO Study smarter with self quizzes featuring scored results and personalized study tips Review concepts with flashcards of essential vocabulary Download worksheets to complete chapter activities

*Doing Early Childhood Research* Sharne A Rolfe,Glenda MacNaughton,Iram Siraj-Blatchford,2020-08-04 *Doing Early Childhood Research* demystifies the research process An international team of experienced researchers shows how to select the right questions and use the appropriate methods to investigate important issues in early childhood The editors and authors provide a thorough introduction to the most common research methods used in the early childhood context Reflecting the multidisciplinary nature of much early childhood research they cover a wide range of conventional and newer approaches including observation small surveys action research ethnography policy analysis and poststructuralist approaches They explain clearly how to set up research projects which are theoretically grounded well designed rigorously analysed feasible and ethically fair Each chapter is illustrated with examples and case studies *Doing Early Childhood Research* is essential reading for new researchers and students inexperienced in conducting research

Child Care and Development Occupations Atlanta Public Schools. Department of Curriculum Development and Supervision,1974 *Methods in Educational Research* Marguerite G. Lodico,Dean T. Spaulding,Katherine H. Voegtle,2010-05-17 *Methods in Educational Research* *Methods in Educational Research* is designed to prepare students for the real world of educational research It focuses on scientifically based methods school accountability and the professional demands of the twenty first century empowering researchers to take an active role in conducting research in their classrooms districts and the greater educational community Like the first edition this edition helps students educators and researchers develop a broad and deep understanding of research methodologies It includes substantial new content on the impact of No Child Left Behind legislation school reform quantitative and qualitative methodologies logic modeling action research and other areas Special features to assist the teaching and learning processes include vignettes illustrating research tied to practice suggested readings at the end of each chapter and discussion questions to reinforce chapter content Praise for the Previous Edition A new attempt to make this subject more relevant and appealing to students Most striking is how useful this book is because it is really grounded in educational research It is very well written and quite relevant for educational researchers or for the student hoping to become one PsycCRITIQUES American Psychological Association I applaud the authors for their attempt to cover a wide range of material The straightforward language of the book helps make the material understandable for readers *Journal of MultiDisciplinary Evaluation* **Observation and Participation in**

**Early Childhood Settings** Jean Billman, Janice A. Sherman, 1997 This is a condensed guide illustrating effective methods of observing the development of young children from birth to five years and documenting observations It is designed to aid readers participation with children of different age groups in a variety of early childhood settings



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