



OBSERVING, RECORDING AND LOOKING AHEAD

Successful Solutions Professional Development LLC

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ECE Virtual Classroom
Online Courses for Early Childhood Educators



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Observing, Recording and Looking Ahead

4 clock hours early childhood education

Course Description

Young children are working on learning and developing socially, emotionally, cognitively, and physically. It is the role of the early childhood educator to observe, record, and assess young children as they move through milestones and stages in their development. This course will discuss the importance of early childhood development in regard to educator observations, recording of data, types of records, and assessing for future lesson and activity planning.

Washington STARS credit: Ongoing Measurement of Child Progress (4 hours)

CDA Content Area: Observing and Recording Children's Behavior (4 hours)

CDA Settings

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes

- ✓ Assess challenges in observing children or recording observations
- ✓ Analyze example documentation to determine best use of information
- ✓ Respond to observation videos with appropriate observational data
- ✓ Create a personal definition of assessment
- ✓ Discuss the use and evolution of assessment in the early childhood classroom
- ✓ Describe early intervention services for young children
- ✓ Cite an example of a developmental red flag for a specific age group
- ✓ Explain the early childhood educator's role in early intervention services

Course Content

1. Course Agenda
2. Observation and Child Development
3. Discussion: Challenges When Observing (1/7)
4. Recordkeeping 101
5. Observing
6. Types of Observations: Objective vs. Subjective
7. Types of Observations: Quantitative vs. Qualitative
8. Observing Young Children
9. Observation Types (2/7)
10. Recording and Documenting
11. Document Observations



12. Discussion: Definition of Assessment (3/7)
 13. Assess
 14. Types of Assessment
 15. Collecting and Using Video
 16. Caution and Risk with Assessments
 17. Following Standards
 18. Planning Ahead
 19. Developmental Assessments
 20. Early Intervention
 21. Document Your Observations: Infants (4/7)
 22. Document Your Observations: Toddlers (5/7)
 23. Document Your Observations: Preschool (6/7)
 24. End of Course Quiz (7/7)
 25. Course Evaluation Form
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Sources

- How Classroom Assessments Improve Learning. Thomas R. Guskey (2003). Using Data to Improve Student Achievement Pages 6-11. Accessed from <http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>
- Documenting Children Types/Samples by Connect FDC Australia. Accessed from <http://connectfdc.com.au/wp-content/uploads/Documenting-Childrens-Learning-Examples.pdf?78687e>
- Eager to Learn: Educating Our Preschoolers (2000) published in the National Academies Press. Accessed at <https://www.nap.edu/read/9745/chapter/8>
- Using Student Achievement Data to Support Instructional Decision Making (2011) by the National Association of Elementary School Principals (NAESP). Accessed from http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf
- Early Childhood Assessment by Resources for Early Learning. Accessed from <http://resourcesforearlylearning.org/fm/early-childhood-assessment/>
- Early Learning Standards Creating the Conditions for Success by NAEYC. Accessed from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/position_statement.pdf
- When to Seek Outside Help for Children’s Problem Behavior by The Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Accessed from http://csefel.vanderbilt.edu/documents/dmg_seek_outside_help.pdf



Glossary of Terms

Childhood Development

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy.

Behavior

The way in which one acts or conducts oneself, especially toward others.

Developmentally appropriate

Developmentally Appropriate are activities which are suitable for the age and stage of development of individual child.

Guidance

Ongoing direction, counseling, teaching, or modeling of generally accepted social behavior through which a child learns to develop and maintain the self-control, self-reliance, and self-esteem necessary to assume responsibilities, make daily living decisions, and live according to generally accepted social behavior.

Objective Observation

Objective refers to objects and events in the world that anyone can, in principle, observe. When educators record their observations in an objective way, it means that they are making an effort to write down only what they have observed directly.

Subjective Observation

Subjective refers to feelings and experiences that depend on the individual's own particular viewpoint and traits.

Positive guidance

Positive guidance methods are based on the children's development and are focused on maintaining the child's self-esteem and dignity.

Qualitative Observation

Qualitative observation deals with data that can be observed with our senses: sight, smell, touch, taste, and hearing. They do not involve measurements or numbers. For instance, colors, shapes, and textures of objects are all qualitative observations.



Quantitative Observation

Quantitative observation is an objective collection of data which is primarily focused on numbers and values – it suggests “associated to, of or depicted in terms of a quantity”. Results of quantitative observation are derived using statistical and numerical analysis methods.

Red Flags

Red Flags outlines a range of functional indicators or domains commonly used to monitor healthy child development, as well as potential problem areas for child development.

Scaffold

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Temperament

Temperament broadly refers to consistent individual differences in behavior that are biologically based and are relatively independent of learning, system of values and attitudes.

Optional Resources for Further Study

- Embedding Assessment into Daily Activities and Routines, Collecting and Recording the Data, Kansas University Center on Developmental Disabilities, <http://kskits.dept.ku.edu/ta/Packets/embedAssess/CollectEA1211.pdf>
- Developmental Milestones, Division of Birth Defects, National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Early Learning and Developmental Guidelines (Web links to all State early learning and development guidelines (ELGs), National Center on Early Childhood Quality Assurance, https://childcareta.acf.hhs.gov/sites/default/files/public/075_1707_state_elgs_web_final.pdf
- NAEYC Position Statement on Early Childhood Curriculum, Assessment and Program Evaluation’s, <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf>
- Different Types Of Observation Methods, Written by Lorina May 25, 2016, Aussie Childcare Network Pty Ltd., <https://aussiechildcarenetwork.com.au/articles/childcare-programming/different-types-of-observation-methods>



- Documenting Children Types /Samples, by Connect FDC, Family Day Care Association Queensland, <http://connectfdc.com.au/wp-content/uploads/Documenting-Childrens-Learning-Examples.pdf?78687e>
- Assessment in the Early Childhood Classroom by Utah Education Network, <https://www.uen.org/k-2educator/assessment.shtml>
- A Guide to Assessment in Early Childhood by Washington State Office of Superintendent of Public Instruction, http://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf
- Child Screening & Assessment by Head Start Early Childhood Learning and Knowledge Center, <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment>
- Early Learning Standards Creating the Conditions for Success a Joint Position Statement by NAEYC, https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/position_statement.pdf
- Suggested Relationship Between the CDA Formal Child Care Education Requirement and NAEYC Standards for Professional Preparation Programs, http://www.cdacouncil.org/storage/documents/Downloadable_Forms/CDA_and_NAEYC_Standards_Relationship.pdf
- The 10 NAEYC Program Standards, <https://www.naeyc.org/our-work/families/10-naeyc-program-standards>
- Early Intervention Resources by Zero to Three, <https://www.zerotothree.org/early-development/early-intervention>
- Early Intervention Program for Infants and Toddlers with Disabilities by The Department of Education, <https://www2.ed.gov/programs/osepeip/index.html>
- Special Education Topic from NAEYC, <https://www.naeyc.org/resources/topics/special-education>

Course Author

A special thank you to Aurora Tollestrup, BS Ed for developing the curriculum for this topic.

ECE Virtual Classroom Academic Coach

The Virtual Classroom Academic Coach's role is to support the ECE students through the training process. The Virtual Classroom Academic Coach reviews assignment per directions, monitors discussion threads, answers inquiries/emails, monitors student engagement, provides online student support, and regularly collaborates with team members on development. The Virtual Classroom Academic Coach serves as the facilitator and grader, while the Online Educators are the official state approved trainers.



Student Support

The best way to reach us is through live student support chat. Look for the Chat with Us bubble on the bottom left corner of the website.

Website: www.myececlass-observe.com

E-mail: info@myececlass.com

Phone: (360) 602-0960

Student Support Hours

Chat & Email Support

Monday - Friday	7 am – 6 pm
Saturday & Sunday	9 am – 6 pm
Holidays (Email Only)	10 am – 4 pm

Phone Support

Monday - Friday	7 am – 6 pm
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Required Assignments

Reading

The text on each page should be read. When you submit the worksheets, discussion boards, and click on the NEXT PAGE button, it will create a record of your progress moving through each page.

Videos

Watch the videos as you encounter them. If you have trouble with the videos playing, this may require that you update flash player on your computer. Optionally, some students find that if they are having difficulties playing the videos on their computer, they can view them on their phone. There is a link above the videos to view them on YouTube directly. You may wish to save the Youtube link for the video to refer to in the future, or in order to use another device for viewing.



Discussion

The discussion questions are a required part of the course. You may either post on the discussion board where you are contributing to the thread with other students. Alternately, you have the option of clicking on the link above the discussion board and submitting your response on a worksheet form. The ECE Virtual Classroom Coach will be tracking your submission of the discussion board assignments as part of meeting the learning outcomes for the course.

Worksheets

Check for Understanding worksheets are provided throughout each course. The worksheets allow opportunities to reflect on the course materials as you are progressing through the training. Watch your email in-box for trainer feedback. You may not receive feedback for every single assignment, depending on how quickly you are moving through the course. Instead, you may receive an email letting you know that your work was done well, with a certificate attached. If you need guidance, the trainer or the academic coach will be sending you emails with feedback with instructions for resubmission. Certificates will not be issued if worksheets are skipped, incomplete, or filled in with inappropriate responses. If you need assistance, we have student support available via Live Student Support Chat 7 days a week (Mon.-Fri. 7 am-8 pm and Sat.-Sun. 9am-6pm PST).

Quizzes

The end of course quizzes are primarily multiple choice and true or false questions, with occasional open-ended questions. 70% or better is required to pass the quiz. You can review the course materials and retake the quiz as many times as needed to pass. Automated emails are sent to you confirming that you have submitted the worksheets and quizzes and provide you with a link to resume at the next page.

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Optional Course Items

The items below are offered in each course as options. Optional means that you have the choice to utilize them, or not.

Optional Resources for Further Study

We have included a wealth of resource links for you to explore and further your knowledge about each topic.



The resource links provided in our website are provided solely for your convenience and may assist you in locating other useful information on the Internet. When you click on these links you will leave our website and will be redirected to another website. These websites are not under the control of Successful Solutions Training in Child Development. Successful Solutions Training in Child Development is not responsible for the content of linked third party websites. We are not affiliated with these third parties nor do we endorse or guarantee their products, services, website content, etc. We make no representation or warranty regarding the accuracy of the information contained in the linked websites. We suggest that you always verify the information obtained from linked websites before acting upon this information.

Parking Lot

The Parking Lot is offered as an optional opportunity to interact with the trainer about a question that you may have about the course topic. If you do not have a question, it is not necessary to fill out this form, it is not required. If you choose to submit a question to the trainer, she will respond to you by email. Be sure to watch your email in-box.

You can always leave a message for student support on our Live Chat on the bottom left corner of the website, any time of day or night. If we are not available, we will respond by email as soon as possible.

Certificates

When you submit the evaluation form, that prompts the academic coach to review all of your work. We will evaluate your work to assure that you have met the learning outcomes. Once that assessment is complete, you will receive your certificate by email. [Click Here](#) for a sample certificate. (This certificate is an example. The student certificate may vary slightly). Certificates are prepared 7 days a week between 7 am and 7 pm PST. In most cases, you should receive your certificate by email within a few hours after you submit the evaluation form, or first thing the next morning.

State Training Approval

This training may, or may not, meet annual training requirements in your state. Please provide us with your state, and any State registry ID number on the evaluation form, and if we are able to record your completed training with your state, we will. In some cases, for annual state credit, you will need to submit the certificate to the appropriate registry and they may or may not award annual credit. Providing a State Registry number to us does not guarantee that your state will approve the training for annual continuing education credit.

Our courses may be accepted many states that do not require pre-approval.



The following states have *pre-approved* our courses:

Kimberlee Turner, MS Ed

- Washington State DCYF MERIT Trainer #4062747253
- Texas Approved Master Trainer #34928
- Ohio Approved Trainer OPIN #1123-5033

Brittney Andrade, BS ECE

- Washington State DCYF MERIT Trainer #4029466074
- Ohio Approved Trainer

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- Illinois - Organization Approval Number B102312
- Ohio - (Entity OIN # 21084413)
- North Carolina - Organization Approval
- Utah - Organization Approval for Online Career Ladder
- Vermont - Organization Approval

Technical Requirements

- Laptop or PC
- Most students are able to use mobile devices such as tablets to complete courses. However, each device is different, and an individual's skill level with the device may determine their success with using a mobile device.
- Recommended web browser: Google Chrome
 - Microsoft Edge, Safari and Firefox are other acceptable browsers.
 - Internet Explorer is no longer supported by Microsoft, and you may have issues if you use it to take training.
- Operating System
 - Make sure you're using a current operating system (for example, Windows 10).
 - Outdated operating systems may cause technical difficulties.
- Internet Speed
 - Slow internet speed may impact loading time.
- Videos may require Adobe Flash Player.

Adobe Reader is required to open PDF files. Download Adobe Reader can be downloaded free <https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>

