

An illustration of a classroom. A female teacher with red hair, wearing a purple short-sleeved shirt and blue pants, stands to the left of a yellow desk. On the desk is an open book and a yellow cup on a saucer. Behind her is a large green chalkboard with white text. To the left of the chalkboard is a yellow shelf with several books. In the foreground, there are several yellow chairs with brown legs. The background is a light teal color.


Recording Observations in Early Childhood Classrooms

By Successful Solutions Training in Child
Development



What is the purpose of recording observations?

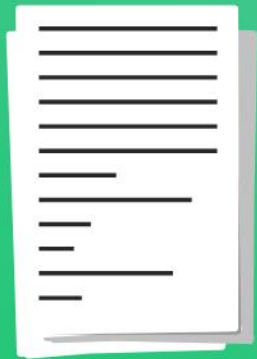
Recording observations gives you information about the children so that you can make plans to support their development in your classroom.




Observing children is the first step that leads to recording what you see. After that you will be able to use the information for various purposes.




First, your observation and goal of the observation should dictate your record keeping strategies.



An illustration of a classroom scene. On the left, a female teacher with dark skin, wearing a grey blazer, white shirt, and yellow skirt, stands with her right hand pointing upwards. In the center, a large white speech bubble with a black border contains text. On the right, a young girl with brown hair and a pink bow, wearing a pink dress, stands next to an easel. The easel holds a canvas with a colorful abstract drawing of red circles and green and blue lines. A yellow palette and a pencil are on the easel's ledge. Two white crumpled paper balls are on the floor in front of the easel. In the background, there is a desk with a yellow bottle and some books.

I would observe her in the art area working on open-ended art. It also looks like this is her third attempt at her art.

An illustration of a classroom scene. On the left, a female teacher with dark skin, wearing a grey blazer, white shirt, and yellow skirt, stands next to a desk with a water bottle and art supplies. She is pointing upwards. In the center, a large white speech bubble with a black border contains text. On the right, a young girl with brown hair and a pink bow, wearing a pink dress, stands next to an easel. The easel has a canvas with a colorful abstract drawing of red circles and green and blue lines. A yellow palette and a pencil are on the easel's surface. Two white paint splatters are on the floor in front of the easel.

I may also adapt the art area in response to this observation. Perhaps different materials and tools would be helpful.

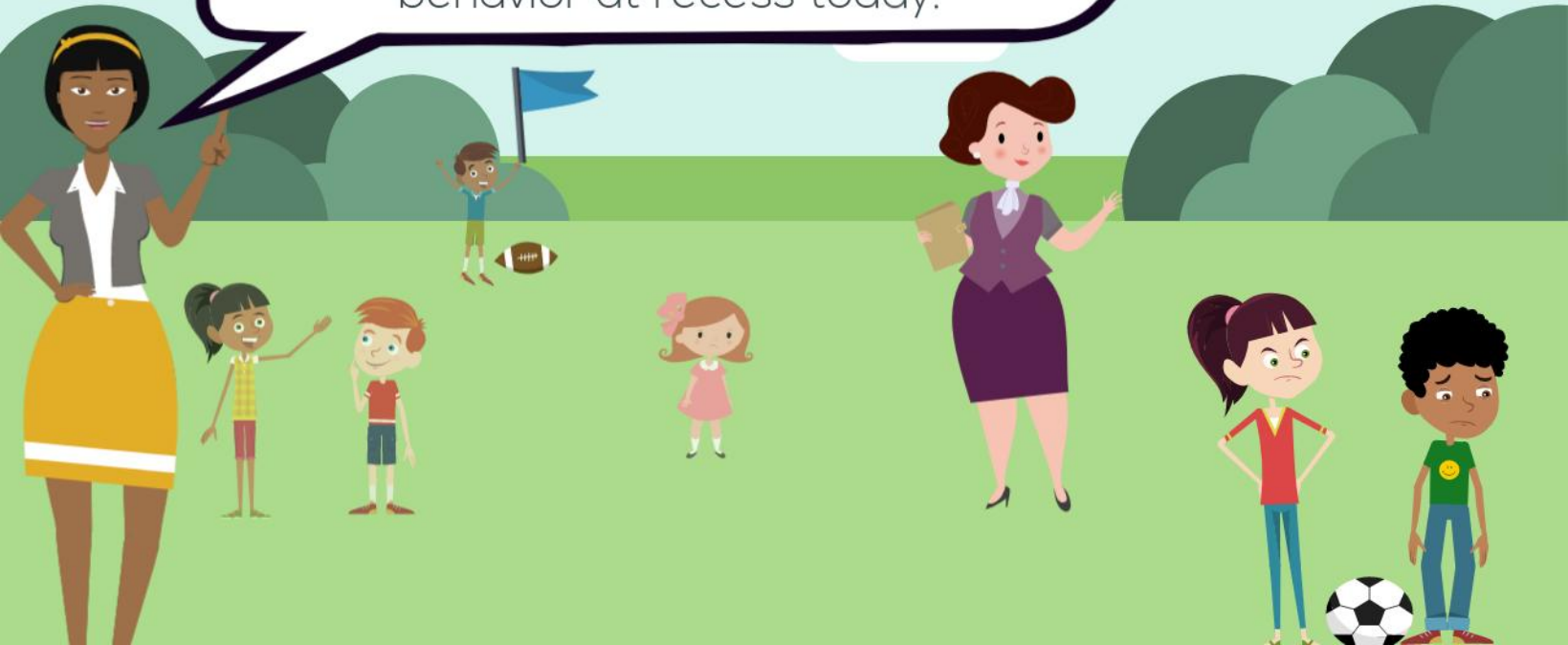
She is adding to her previous notes about Bethany and her development so this observation is not considered in isolation.



These observations will also help Bethany's teacher decide what observations or assessments are needed next.



Their teacher is struggling to understand what causes Shelby's aggression so she is observing this behavior at recess today.



In this situation the teacher is able to record that Shelby is upset with Amir because of a game of soccer.





At recess, Shelby became very upset with Amir when they were playing soccer. This occurs regularly when at recess but not in the classroom.





Now, let's go over ways to record your observations.

She seems to have had several interactions during the game involved.



Types of Records

Running Records - Where you record a detailed narrative account of your observations.

"Bethany grasped the small paintbrush and struggled to use it to scoop the paint and put it on the paper. Eventually she worked through her challenges and chose a paintbrush with a thicker handle. She completed a painting of various colors and shape"



Types of Records

Anecdotal Records - A brief narrative of a specific behavior incidence in a child that is being observed.

"Bethany had challenges using smaller paintbrushes in the art area. She became frustrated at first and then she worked through it and created a painting."



Types of Records

Time Sampling - When you record the frequency of a behavior occurring over time (usually in one day).

11:05am

"Bethany threw the paintbrush down twice during art time."

11:12am

"Bethany refused to complete her painting and began crying."



Types of Records

Event Sampling - Short observations of a child's responses during a certain situation.

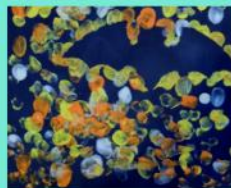
Wednesday

"While in the art area, Bethany began to get upset with Silas and came to ask a teacher for help before things got worse."



Types of Records

Work samples - A collection of children's work.



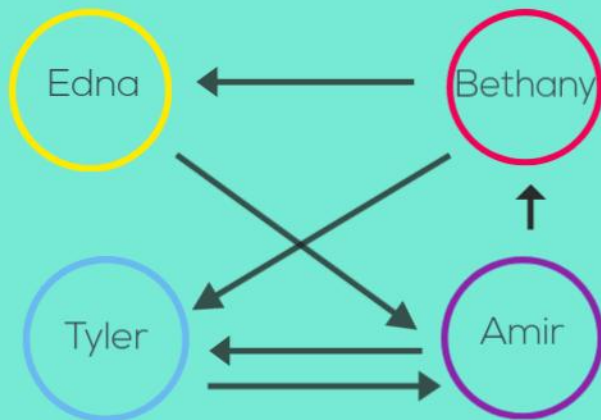
Types of Records

Photographs - Photos showing children working on an activity, participating in a lesson, or using new skills.



Types of Records

Sociograms - A diagram of a child's interactions within a group of other children.



Types of Records

Notes - Quick notes that are jotted down about an observation of a child or situation.



Click the
links!

References

Different Types Of Observation Methods by Aussie Childcare Network; <https://aussiechildcarenetwork.com.au/articles/childcare-programming/different-types-of-observation-methods>

Documenting Children Types/Samples by Connect FDC, Connecting Culturally and Linguistically Diverse Communities; <http://connectfdc.com.au/wp-content/uploads/Documenting-Childrens-Learning-Examples.pdf?78687e>