

Tara  
(Ara)

date May 2015

Links to EYF and NQS Analysis:  
(What learning is taking place  
here? How is this meaningful?)



Using 'Junk' materials Tara decided she wanted to make a dog. She selected the materials to represent the body parts. I demonstrated how to use the glue gun and discussed safety aspect with Tara. She was eager to have a go. Confidently and carefully she squeezed out the glue. I noticed that to begin with Tara needed encouragement to stay focused on her task as she would go off on tangents when she was selecting her materials from the trolley. Tara showed pride and a sense of achievement in her work.

Tara showed energy and enthusiasm when involved in art experience (L04)

Tara can use her imagination and prior knowledge to create a symbolic representation (L04)

Tara understood the safety aspect and kept her body safe (L03).

# Anecdotal Records

Child observation methods  
educators can use.

# Anecdotal Observations

**Kay M. Albrecht, Linda Miller, Kay  
Albrecht**



## **Anecdotal Observations:**

**The Comprehensive Preschool Curriculum** Kay M. Albrecht, Linda Miller, Kay Albrecht, 2004 This self directed guide is designed to provide more than 40 hours of professional development for teachers using the Innovations Preschool Curriculum Teachers can explore the different elements of the curriculum and their effect on young children s learning as well as other important components of early childhood education These include encouraging different types of play communicating with parents and solving problems among others Innovations Linda G. Miller, Kay Albrecht, Kay M. Albrecht, 2001 A comprehensive 40 hour self directed manual is just what teachers need to effectively implement one of the best toddler curriculum resources Innovations The Comprehensive Toddler Curriculum This guide is specially designed for teachers who are new to the world of care and early education of toddlers as well as those who are experienced toddler educators Teachers explore Innovations wide view of curriculum as inclusive of interactions activities and experiences parent partnerships environment teaching observation and assessment and child development Dr Albrecht is widely known as an advocate for high quality care and early education opportunities for all children Dr Miller with over 25 years of direct experience in education is a national speaker and consultant *School-Based Observation* Amy M. Briesch, Robert J. Volpe, Randy G. Floyd, 2018-02-16 This book is divided into three main sections The first section Foundations of Direct Observation is intended to provide readers with the basic conceptual foundations of direct observation We review the basic considerations involved in conducting school based observations Chapter 2 describe the most important indicators of high quality observation methods Chapter 3 and suggest guidelines for maximizing the reliability and validity of decisions based on observation data Chapter 4 The second section Specific Observational Codes then moves from a general discussion of the overall assessment method to a more specific discussion of extant codes that are available for specific purposes A number of evidence based observation codes that were designed to assess student behavior in classroom settings Chapter 5 the classroom environment Chapter 6 student behavior in non classroom settings Chapter 7 and both student behavior the environmental context within functional assessment Chapter 8 are introduced We provide general guidelines for developing a unique code in Chapter 9 as well as a library of operational definitions and a range of sample coding forms within the appendices The third and final section Using Assessment Data to Inform Decision Making and Intervention consists of one chapter focused on what to do once observational data have been collected **Shaping Early Childhood: Learners, Curriculum and Contexts** Glenda Mac Naughton, 2003-12-16 This should be essential reading for anyone involved in the training and professional development of early years practitioners It is an impressive analysis of the historical and contemporary big ideas that have influenced societies and practitioners views of children and the nature of the curriculum There are powerful sections on parents and communities I particularly liked the stimulating ideas galleries with their statements from researchers policy makers and practitioners around the world Nursery World October 2004 This key

textbook introduces students and practitioners to a wide range of different approaches to early childhood. It provides practical strategies for developing and implementing early learning experiences that promote excellence and equity for children. The book presents the latest research and thinking about good practice, discusses how various philosophies and beliefs influence decisions in early childhood education, and identifies the key thinkers behind each approach. By examining different perspectives, the book helps early childhood practitioners to navigate their way through competing views, make informed choices, and be critically reflective in their work. In an accessible, lively, and user-friendly way, it explores issues such as: What constitutes an appropriate early childhood curriculum? How best to study and assess children? Involving parents and children in early childhood learning. The book features a range of pedagogical devices to inspire early childhood workers to reflect critically on their work and the ideas underpinning it, including: Boxed definitions of key terms; Ideas summary charts and ideas galleries; Clarification exercises; Case studies; Further reading lists. This essential textbook is ideal for students undertaking early childhood qualifications at degree level; Masters courses in early childhood education; and for practitioners who work with children from birth to eight in early childhood settings.

*Understanding the HighScope Approach* Monica Wiltshire, 2018-11-09. *Understanding the HighScope Approach* is a much-needed source of information for those wishing to extend and consolidate their understanding of this innovative education programme. It will enable the reader to analyse the essential elements of the HighScope approach to early childhood and its relationship to high-quality early years practice. This second edition contains all the original content which covers all areas of the curriculum, including learning environment, plan-do-review, adult-child interaction, and assessment, but has been updated to be fully in line with the latest changes to research policy and practice. New topics and features include outdoor play and learning using the HighScope approach with children with special needs and who speak English as an additional language; managing the approach with bigger class sizes; the implementation of technology with children in HighScope settings; a selection of new photographs. Written to support the work of all those in the field of early years education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, early years professionals, children's centre professionals, lecturers, advisory teachers, head teachers, and setting managers.

**The Clinical Assessment of Children and Adolescents** Steven R. Smith, Leonard Handler, 2015-09-07. This book highlights assessment techniques, issues, and procedures that appeal to practicing clinicians. Rather than a comprehensive Handbook of various tests and measures, *The Clinical Assessment of Children and Adolescents* is a practitioner-friendly text that provides guidance for test selection, interpretation, and application. With topics ranging from personality assessment to behavioral assessment to the assessment of depression and thought disorder, the leaders in the field of child and adolescent measurement outline selection and interpretation of measures in a manner that is most relevant to clinicians and graduate students. Each chapter makes use of extensive case material in order to highlight issues of applicability.

**The Instructional Leader's Guide to Informal Classroom Observations** Sally J. Zepeda, 2014-01-09.

First published in 2008 Routledge is an imprint of Taylor Francis an informa company      **Encyclopedia of School Psychology** Steven W. Lee,2005-04-27 The Encyclopedia of School Psychology provides both an introduction to the field and a way for experienced practitioners to gain a deeper understanding of how school psychology has progressed to match the demands of the 21st century BOOK JACKET      **Shaping Early Childhood: Learners, Curriculum And Contexts** Mac Naughton, Glenda,2003-12-01 This text is designed to support novice and more experienced early childhood educators working with children from birth to age eight to be critically reflective in diverse aspects of their work Each section contains ideas clarification exercises reflection points summaries and case studies      *The Principal as Instructional Leader* Sally J. Zepeda,2014-01-09 First published in 2007 Routledge is an imprint of Taylor Francis an informa company

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