

# Teacher Observation Directions

This template can be used as an instrument by the teacher to record a child's behaviors, actions, and verbalizations that will inform the teacher about the child's development. *Notes should be objective, only recording the observed events, and should not include a teacher's thoughts or opinions.*

## DO Write:

### Noteworthy observation:

*Sammy and John were playing in the block center. Sammy knocked over a tower, John began to cry, but Sammy continued to walk away.*

### What this tells me:

*Sammy needs more interpersonal skill development.*

## DO NOT Write:

### Noteworthy observation:

*Sammy and John were playing in the block center. Sammy knocked over a tower on purpose.*

### What this tells me:

*He has pent-up anger issues and didn't know that his job was to build.*

## **Approaches to Learning**

South Carolina's child care education has five domains of learning and developmental standards, i.e., social/emotional, language/communication, and cognitive. They reflect specific content knowledge or skills that young children should have and can do. 'Approaches to learning' is not about specific content knowledge or skills. It is about *how* these skills are acquired in all domains. Approaches to learning involves distinct behavior patterns that children display as they engage in learning tasks across all developmental domains, and reflects how children learn. Regardless of what young children are learning, they must use their approaches to learning abilities as positive strategies to direct that learning. Young children learn best when these approaches to learning are encouraged and supported in all domains of early development.

# Teacher Observation Template

Name of child: \_\_\_\_\_ Observer: \_\_\_\_\_

Date & Time of Observation: \_\_\_\_\_

Setting of scene: \_\_\_\_\_

Noteworthy observation: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What this tells me: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Approaches to learning that were observed or discussed that the child needs to acquire:

|    | Approaches to Learning   | Observed | Need to Acquire |
|----|--|----------|-----------------|
| 1. | <b>Eagerness with Curiosity</b><br>Shows curiosity and eager to explore new experiences.   |          |                 |
| 2. | <b>Engagement, Attention and Persistence</b><br>Maintains concentration over time when attending to tasks, questions, directions or interactions; seeks help when needed; completes activities.        |          |                 |
| 3. | <b>Creativity and Imagination</b><br>Engages in activities with creativity and imagination.  |          |                 |
| 4. | <b>Self-Reflection</b><br>Shows initial skills in planning, setting goals and learning from experiences.   |          |                 |
| 5. | <b>Reasoning and Problem Solving</b><br>Classifies, compares/contrasts objects, events and experiences; finds more than one answer to a question or problem through active exploration and discussion. |          |                 |
| 6. | <b>Self-Direction and Confidence</b><br>Displays independence; makes choices, manages own time and effort.   |          |                 |
| 7. | <b>Symbolization and Representation</b><br>Take on roles, explore actions and sensory experiences.   |          |                 |

ATL resources: Head Start, AZ, FL, ID, IN, and a PBS report.