

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:

Noteworthy observation:

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

What this tells me:

Sammy needs more interpersonal skill development.

DO NOT:

Noteworthy observation:

Sammy and John were playing in the block center. Sammy knocked it over on purpose.

What this tells me:

He has pent-up anger issues and didn't care that his friend cried.

Approaches to Learning

North American Division and Southern Union Conference early childhood education has five domains of learning and developmental standards, i.e., spiritual, physical, 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 determined that the child needs to acquire:

	Approaches to Learning	Observed Regularly	Observed Occasionally	Needs to Acquire
1.	Eagerness, Initiative and Curiosity Shows curiosity and is eager to learn new things and have new experiences.			
2.	Engagement, Attentiveness and Persistence Maintains concentration over time when attending to developmentally appropriate tasks, questions, directions or interactions; seeks help when needed; completes activities.			
3.	Creativity and Invention Approaches daily activities with creativity and imagination.			
4.	Planning and Reflection Shows initial signs of planning, inventiveness; setting goals and learning from experiences.			
5.	Reasoning and Problem Solving Identifies, analyzes, classifies, compares/contrasts objects, events and experiences; finds more than one answer to a question or problem through active exploration and discussion.			
6.	Self-direction and Confidence Displays independence; makes choices, pursues appropriate activities; manages own time and effort; demonstrates flexibility and adaptability.			
7.	Symbolization and Representation Take on roles, explore actions and sensory experiences.			

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