

Using Observation and Documentation: *Interpreting Observations*

WHAT'S IN THIS PD2GO PACK?

Learn how to examine observation data thoughtfully to understand children's development and learn how to use the information to inform curriculum planning. This pack helps teachers/providers develop strategies for using observation data for review, reflection, and planning.

Your Participants Will...

increase their capacity to review and reflect on observation information and use it to inform planning for individual children, small groups, and the entire group.

INTERPRETING OBSERVATIONS



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Interpreting Observations*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

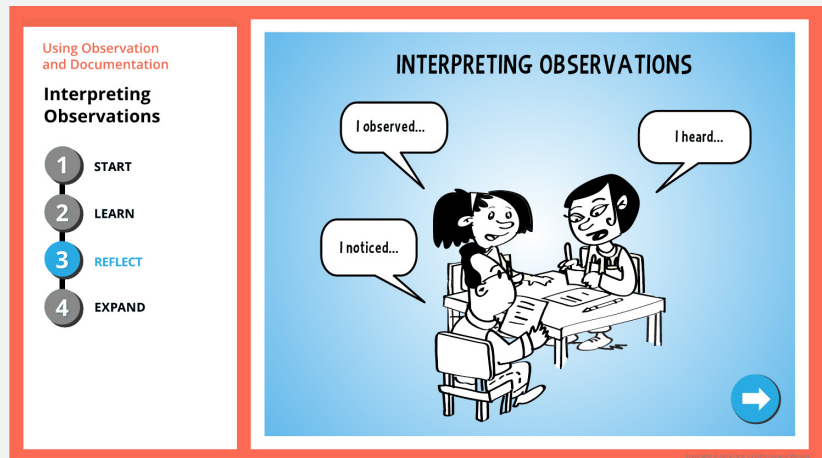
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.


EXPANDING ON THIS PD2GO PACK


This presentation on *Interpreting Observations* can be used individually or in conjunction with related packs in the bundle, *Observing with Purpose*, *For the Record*, and *Organizing for Assessment*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find:

[Download all \(2.7 MB\)](#)

 [Facilitator's Guide \(2.8 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Interpreting Observations, including an interactive presentation page along with step-by-step presenter's notes.

 [Coaching Corner \(170 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

 [Handout: Interpreting Observations \(300 KB\)](#)

In this bundle, you will find:

[Download all \(830 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

 [Digging Deeper \(730 KB\)](#)

 [Family Connections \(170 KB\)](#)

 [Resource Links \(160 KB\)](#)

STEP 1:
START



PRESENTATION SEQUENCE

Step 1



Meet Perla, a softball coach.



FACILITATOR'S NOTES

[1 min]



Step 1 - Start

Facilitator: *Perla is a softball coach, and her goal is to help her team play the best they can.*



Facilitator: *How does Perla know what to focus on during practice?*



Pause for participants to respond.

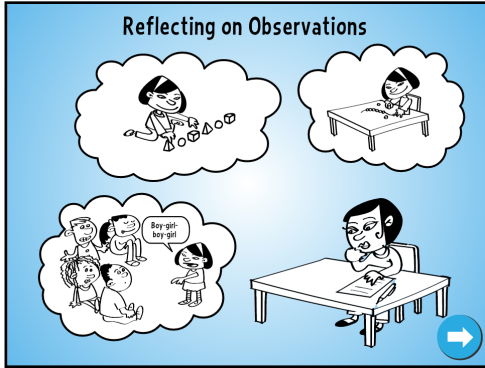
Facilitator: *In order to support her team and individual players, Perla:*



- *Observes her players carefully*
- *Thinks about recent performances*
- *Reviews data*
- *Recognizes strengths*
- *Identifies needs*

Perla reflects on game and player data in order to know what they need to work on individually and as a team.

STEP 1: Continued
START

PRESENTATION SEQUENCE




Reflecting on observation data gives teachers and providers the opportunity to learn more about the children in their care.


Go to step 2: LEARN

FACILITATOR'S NOTES

CLICK 

Facilitator: *In a similar way, the reflection process in an early childhood setting requires thoughtful consideration of evidence from observations. Much like coaches, early childhood providers:*

- *Observe children carefully*
- *Think about recent activities*
- *Review data*
- *Recognize strengths*
- *Identify needs*

Reviewing and reflecting on documentation involves asking questions about what you see in order to make informed decisions.

CLICK 


Facilitator: *Reflecting on observation data gives teachers and providers the opportunity to learn more about the children in their care.*

STEP 2: LEARN



PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 2



Use observation data to learn more about children.

[6 min]



Step 2 - Learn



Pass out the handout.
 **"Interpreting Observations"**


Facilitator: *Let's look closer at reflecting on observations in an early childhood setting. Refer to the handout to follow along with the main points of the presentation.*



The video in this step lasts 5 minutes and 25 seconds.

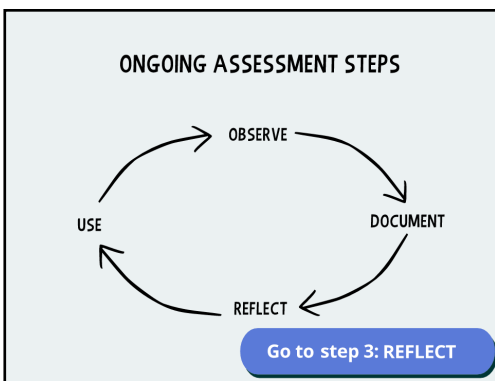
Before viewing the video in this step, check that your speakers are turned on or plugged in with the volume appropriately adjusted. Also keep in mind that the video is designed to play through to the end of this step without interruption. If you click on the "Play" button unintentionally, you cannot pause the video midway through. The only way to restart the video and audio together is to refresh your browser and start the pack presentation again.

Interpreting Observations



Play Video

The video in this step lasts 5 minutes and 25 seconds.
 Before viewing the video in this step, check that your speakers are turned on or plugged in with the volume appropriately adjusted. Also keep in mind that the video is designed to play through to the end of this step without interruption. If you click on the "Play" button unintentionally, you cannot pause the video midway through. The only way to restart the video and audio together is to refresh your browser and start the pack presentation again.



STEP 3: REFLECT

PRESENTATION SEQUENCE

FACILITATOR'S NOTES




Step 3




Let's think more about the key ideas from the video.




INTERPRETING OBSERVATIONS

Reflection on observation data helps you plan learning activities in children's ZPD.



Go to step 4: EXPAND

[6 min]



Step 3 - Reflect

Facilitator: *Let's think more about the key ideas from the video.*



Use the following questions to discuss the main ideas from the video. Participants may refer to the "Interpreting Observations" handout as a reminder of the key ideas.

- In what ways is the Zone of Proximal Development (ZPD) a useful tool for reflecting on observations and learning about children's development?
- What are some differences between an ongoing/weekly review of documentation and a comprehensive review of children's portfolios?
- What are the benefits of using what you learn from reflection to inform curriculum planning?




Facilitator: *Reflection on observation data helps you plan learning activities in children's ZPD.*

STEP 4: EXPAND

PRESENTATION SEQUENCE




Step 4




Your Process for Review and Reflection




Using Observation Data

When you use what you learn from observation, you deepen your understanding of children and can be more effective in planning individualized learning experiences.

FACILITATOR'S NOTES

[2 min]



Step 4 - Expand

Facilitator: *Think about your process for review and reflection.*



Facilitator: *Remember, there are several strategies for using observation data:*

- *Look for patterns in children's development and interests.*
- *Use the ZPD and other resources to guide your interpretations.*
- *Plan learning experiences based on what you learn from reflection.*

Think about which of these strategies you would like to work on to strengthen your review and reflection approach. Generate one to two specific ideas in your own practice that you can implement immediately.



Pause to give participants a minute to reflect.



Facilitator: *When you use what you learn from observation, you deepen your understanding of children and can be more effective in planning individualized learning experiences.*

THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

- Desired Results Training and Technical Assistance Project (Producer). (2006). *Getting to know you through observation*. [DVD]. (Available from: <http://www.wested.org/resources/getting-to-know-you-through-observation/>).
- Dichtelmiller, M. L. (2011). *The power of assessment: Transforming teaching and learning*. Washington, DC: Teaching Strategies, Inc.
- Lui, A. (2012). *Teaching in the zone: An introduction to working within the Zone of Proximal Development (ZPD) to drive effective early childhood instruction* [White paper]. Retrieved from http://sowamslibrary.weebly.com/uploads/2/3/0/7/23079404/teaching_in_the_zone.pdf
- National Center on Quality Teaching and Learning. (2014). *Collecting and using anecdotal records*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/assessment/iss/collect.html>