

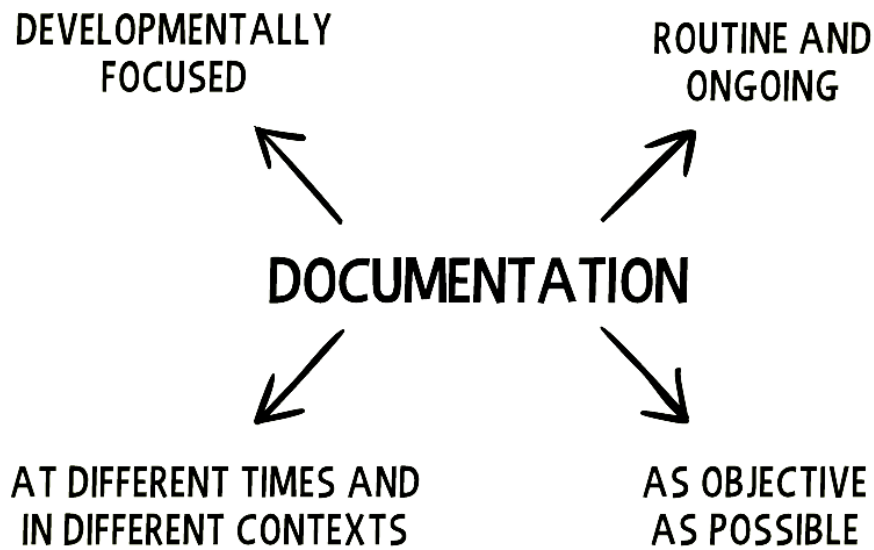
Using Observation and Documentation: *For the Record*

WHAT'S IN THIS PD2GO PACK?

To effectively document children's learning and development, teachers/providers use a variety of strategies throughout their day. This pack explores key strategies for high-quality observation and documentation.

Your Participants Will...

increase their capacity to document children's developmental progress using various methods, including work samples and anecdotal records.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation *For the Record*, 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.

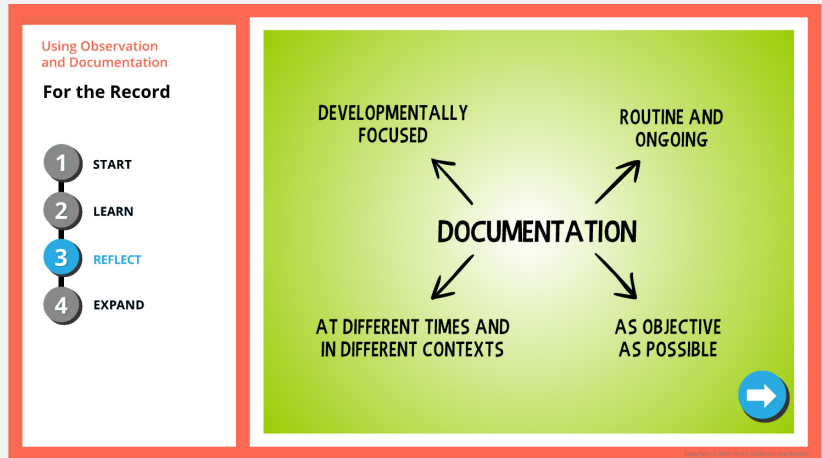
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

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 *For the Record* can be used individually or in conjunction with related packs in the bundle, *Observing with Purpose*, *Interpreting Observations*, 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 \(2.5 MB\)](#)
Everything you need to facilitate this PD2GO presentation For the Record, 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: For the Record \(210 KB\)](#)
-  [Handout: Using Various Methods of Documentation \(410 KB\)](#)

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

FACILITATOR'S NOTES

Step 1



Think back to a family trip or event.




[2 min]  **Step 1 - Start**

Facilitator: *Think back to a time you took a family trip or attended a family event.*





Facilitator: *Think about a photo you took during the trip or event or a souvenir you brought back. Describe your photo or souvenir to the group. Please share the photo or souvenir if you have it.*



Invite the group to respond.

Facilitator: *Why do people take pictures and bring back souvenirs?*



Invite the group to respond.

Facilitator: *Recording information in our daily lives, whether through pictures, a diary, or collecting souvenirs, helps us recall memories. Documentation also allows us to share information about our experiences.*





Facilitator: *As teachers/providers, recording and documenting important information about children allows us to remember and reflect on what happened, plan future learning experiences, and assess children's progress. It also allows us to share information with family members and other professionals and to engage in conversations about children's development from a variety of perspectives.*

STEP 1: *Continued* START

PRESENTATION SEQUENCE



Observation and documentation in an early childhood setting helps teachers / providers learn about children's development, learning, needs, and interests.



Go to step 2: LEARN

FACILITATOR'S NOTES



Facilitator: *Observation and documentation in an early childhood setting helps teachers/providers learn about children's development, learning, needs, and interests.*

STEP 2: LEARN

PRESENTATION SEQUENCE


Step 2



Let's look closer at how to record observations in an early childhood setting.




For the Record



Play Video

The video in this step lasts 5 minutes and 26 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.

FACILITATOR'S NOTES

[6 min]



Step 2 - Learn



Pass out the handout.
 **"For the Record"**

Facilitator: *Let's look more closely at how to record observations in an early childhood setting. Refer to the handout to follow along with the main points of the presentation.*



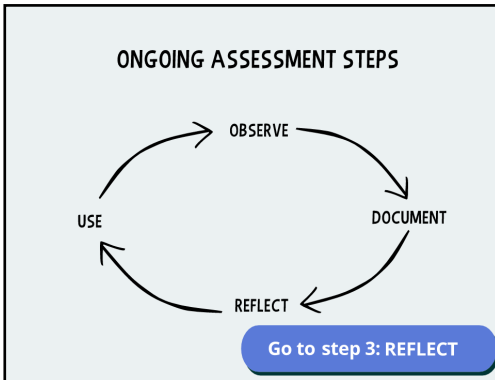
Facilitator:

The video in this step lasts 5 minutes and 26 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 2: Continued LEARN

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

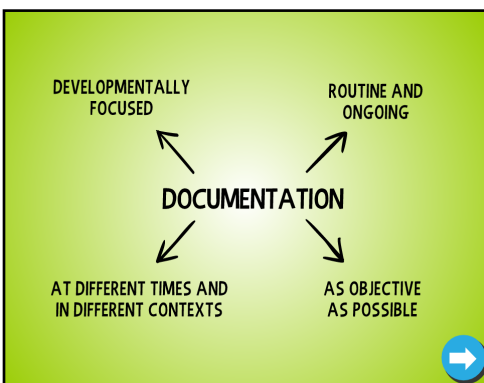
CLICK

STEP 3: REFLECT

PRESENTATION SEQUENCE

Step 3

Let's reflect on the four key ideas highlighted by the video.



FACILITATOR'S NOTES

[5 min]

CLICK

Step 3 - Reflect

Facilitator: *Let's reflect on the four key ideas highlighted by the video.*

CLICK



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

- Why is it important for teachers/providers to keep documentation developmentally focused?
- Why should teachers/providers use various methods of documentation?

STEP 3:
REFLECT *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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- What evidence, in particular, do teachers/providers gain from each documentation method (anecdotal records, photos and videos, and children's work)?
- What are some strategies teachers/providers can use to keep documentation objective?



Optional Activity: The following activity illustrates how Juana uses various methods of documentation in her classroom.

Distribute the handout.

 **"Using Various Methods of Documentation"**

Ask for a volunteer to read the vignette aloud. After it has been read, discuss the following questions with the group:

- What methods of documentation did Juana use to collect information?
- What developmental information about Kira did we learn from this documentation?
- How objective are Juana's notes?



Facilitator: *Make documentation developmentally focused, use various documentation methods, and keep it as objective as possible.*



Make documentation developmentally focused, use various documentation methods, and keep it as objective as possible.



Go to step 4: EXPAND

**STEP 4:
EXPAND**

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 4



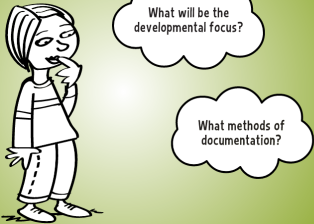

Think about your documentation skills.




[2 min]  **Step 4 - Expand**

Facilitator: *Think about how to focus and practice your documentation skills.*

Your Observation and Documentation



Facilitator: *Identify a particular child or a group of children to observe and document.*

- *What will be the developmental focus for this observation?*
- *What methods of documentation would provide the best evidence of the behavior? Anecdotal record? Photo or video?*

Spend a few moments thinking through and writing your plan.




Give participants a few moments to think through and write their plans.





Facilitator: *Different forms of documentation allow teachers/providers to record diverse evidence that can be pieced together to reach a more complete understanding of children's learning and development.*



Encourage participants to use the *Family Connections* resource for more information on how to learn about children from families and engage families in the documentation process.



Different forms of documentation allow teachers/providers to record diverse evidence that can be pieced together to reach a more complete understanding of children's learning and development.

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.
- Jablon, J., Dombro, A. L., & Dichtelmiller, M. L. (2011). *The power of observation: Birth to age 8* (2nd ed.). Washington, DC: Teaching Strategies, Inc.
- 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>