

A Guide to Preschool Observations

This experience is designed to help you learn more about the normal developmental differences of young children of various ages as you watch them interact with each other and their teachers. You will be asked to observe the classroom environment, the staff, and children, as well as focus extensively on one particular child.

General Guidelines to Being an Observer

Find a comfortable place to sit with a good view of most of the room.

Keep in the background so that the teachers and children can forget you are there.

If the children ask what you are doing, say something truthful but ambiguous, such as "writing."

If the children ask for your help, direct them to a teacher whenever possible.

Try to keep any particular child you are observing from being overly conscious of your attention, by making regular glances to other places or children in the room.

Objective vs. Subjective Records

When observing children it is tempting to interpret their behavior in terms of "good" or "bad," "pleasing" or "displeasing", etc. It is important to describe or record objectively what the child does or says without interpretation. Accurate records are more usable for later interpretation.

A Subjective Record

Mary is playing with Jane. They are not playing well together because Jane keeps pestering Mary. They play only a short time before Mary goes to play alone. She does not like to play with Jane.

An Objective Record

Mary and Jane are building a block house. Jane knocks over the house. Mary puts it up again. Jane knocks it over a second time. Mary says, "I'm not going to play anymore." Mary goes to the doll corner, picks up a doll, and rocks it.

Recording Your Observations

The attached forms are provided to help structure your observations and will be used as the basis for discussion in your later "debriefing" session with your faculty supervisor. Please note the grid at the bottom of page 6, entitled "Staff Comments." This allows you to keep a running record of the positive or negative nature of comments made by staff to individual children or groups of children (by entering slash marks), and thus to get a sense of whether the environment provides overwhelmingly positive, a balance of positive and negative, or predominately negative feedback to the children.

Negative Feedback

"Linda, don't do it that way."

"Children, we're going to just sit here until you can learn to behave."

"Tim, you won't have any friends, if you can't learn to share the toys".

Positive Feedback

"Jenny, I like how nicely you cleared your place at the table."

"What a great job you all did listening to our story today!"

"Ben, I'm really impressed with how you shared that truck with Maria!"

Guide To Preschool Observations University Of Washington

RJ Shavelson



Guide To Preschool Observations University Of Washington:

Reviewing **Guide To Preschool Observations University Of Washington**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Guide To Preschool Observations University Of Washington**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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