



# BSACAP–Head Start

Pre- Service 2015–2016



## OBSERVATION NOTES

TO BE  
SUCCESSFUL, THE  
FIRST THING TO  
DO IS TO FALL IN  
LOVE WITH  
YOUR WORK.

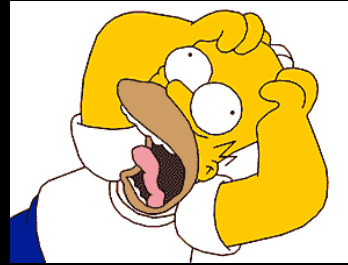
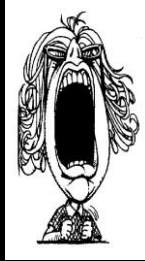
*After you fall in Love with your work...*

*Hold on to all those moments!*

*Don't forget all those little reasons, because...*



**YOU HAVEN'T COMPLETED YOUR OBSERVATION NOTES YET!**



# Observation Notes: In the Past

We used to have to  
write THREE notes  
PER WEEK, PER  
CHILD



# Notes Now

- ▶ We can write one note.....
- ▶ BUT the note can be placed in MORE than one dimension
- ▶ We can see which dimension will need more notes applied

The question is...

What do we look at during Record Review on TSG?

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Objectives/Dimensions Report


Developmental and Learning Report

Observation Notes



# Throughout the Year

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- ▶ Delegate Education Coordinators
  - ▶ Possibly Directors
  - ▶ Other office staff
  - ▶ Team Managers
  - ▶ Tracy Jenkins
  - ▶ Education Services Manager
  - ▶ Monitor
  - ▶ Looking at outcomes
  - ▶ Finalization of Checkpoints
  - ▶ School Readiness
- 



# Our Main Concerns

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## ▶ Record Review:

- There wasn't at least one note per dimension posted on the TSG Obj./Dim. Report
- Too many group notes per week
- INDIVIDUALITY wasn't present in the writing of "individual" notes
- Dimensions chosen were not supported by the observation note written

# Objective Dimension Report

Teacher's Sandbox for Tammy M. Scarberry

Home | Help ? | Logo

TeachingStrategies<sup>®</sup>

**GOLD™**

Dashboard

**Sandbox  
Preschool  
Class**

Switch Class ▾

Add Documentation

View Documentation

View Portfolio

DOCUMENTATION

CHECKPOINT

PLANNING

COMMUNICATION

REPORTS

CHILDREN

Add Documentation

View Documentation

View Portfolio

Search Documentation

Forms ▶

On-the-Spot Observation  
Recording Tool

Documentation by Objective /  
Dimension

Mathematics

for Children in Sandbox Preschool Class

ard ⓘ

ren)

Support

Quick Start: Documentation

Adding Documentation

Associating  
objectives/dimensions to  
documentation

Video Tutorial: Add  
Documentation

Adding Documentation From  
"..."

# WHAT'S WRONG



Mathematics Child	20a	20b	20c	21a	21b	22	23	Documentation Count
John Stamos		1	1	1		1	2	3
Joe Blow	4	2	1	3	1	1	3	7
John Doe	2	1		1			1	2
Judith Stant	3	1	1	3	1		3	6
Ricky Bobby		1	1	3	2	2	3	4

Mathematics Child	20a	20b	20c	21a	21b	22	23	Documentation Count
John Stamos	4	1	1	1	4	1	2	6
Joe Blow	4	2	1	3	1	1	3	7
John Doe	2	1	2	1	4	1	1	4
Judith Stant	3	1	1	3	1	2	3	6
Ricky Bobby	3	1	1	3	2	2	3	7

# What about Group Notes?

## “Why only ONE per week?”

Kids will have the exact same outcome data at the end of the checkpoint season & school year

No **individualization** will occur (**that we can see**)

**\*\* You may be showing the individualization while entering Preliminary Levels on each child differently (Scoring), but we do not look at those...we look at your notes page.**

# We Found this During Record Review:

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- ▶ Up to 4 group notes written in one week
- ▶ Very few Individualized Observation Notes throughout the checkpoint season
- ▶ EXACT same entire note, on more than one student – but only adding the child's name to individualize

# ACTIVITY #1

Let's Think About This!!





# \*\*Activity







## Group 1: Looking Over Notes

**Ricky Bobby** | September 15, 2014

Action



Ricky counted to 15

-  20a. Counts
-  20b. Quantifies
-  20c. Connects numerals with their quantities
-  21a. Understands spatial relationships
-  22. Compares and measures
-  23. Demonstrates knowledge of patterns

# \*\*Activity

## Group 2: Looking Over Notes

**Lucy Lou** | October 15, 2014

Action



During small group, the children were asked to make a patter with feed corn and pinto beans on their names printed on a piece of paper. The pattern could be in any order that they wanted and they were to be able to show the patter they had constructed.



23. Demonstrates knowledge of patterns

# \*\*Activity









## Group 3: Looking Over Notes

**Joey J** | October 22, 2014

Action



Today in large group children watched and listened to the story aArthur's Halloween. After story ended children answered question about the story and had chose to draw a picture about the story. Children tell teacher about their picture. Teacher reminded each child to write their name on their paper. Children have choice of hanging their picture or taking it home.

-  7a. Uses fingers and hands
-  7b. Uses writing and drawing tools
-  8a. Comprehends language
-  8b. Follows directions
-  17a. Uses and appreciates books
-  18a. Interacts during read-alouds and book conversations
-  19a. Writes name
-  33. Explores the visual arts

# \*\*Activity

## Group 4: Looking Over Notes

Dudley M (plus Group) | October 8, 2014

Action



While on a field trip to Pumpkin Patch the children observed how the pumpkins were grown, the size, color, and the farmer that grew them. the children poicked out their own pumpkins. We discussed with the children about the corn stalk, corn etc

-  2a. Forms relationships with adults
-  2c. Interacts with peers
-  8b. Follows directions
-  9d. Tells about another time or place
-  9b. Speaks clearly
-  9c. Uses conventional grammar
-  9a. Uses an expanding expressive vocabulary
-  10a. Engages in conversations
-  10b. Uses social rules of language
-  11a. Attends and engages
-  11d. Shows curiosity and motivation
-  11e. Shows flexibility and inventiveness in thinking
-  12a. Recognizes and recalls
-  12b. Makes connections
-  21b. Understands shapes
-  22. Compares and measures
-  24. Uses scientific inquiry skills
-  25. Demonstrates knowledge of the characteristics of living things
-  26. Demonstrates knowledge of the physical properties of objects and materials
-  27. Demonstrates knowledge of the Earth's environment
-  29. Demonstrates knowledge about self
-  30. Shows basic understanding of people and how they live
-  31. Explores change related to familiar people or places
-  32. Demonstrates simple geographic knowledge

# \*\*Activity








## Group 5: Looking Over Notes

**Stan Lee** | October 16, 2014

Action



Conner is very delayed in the concept of letters and numbers. He does not have any confidence in himself in recalling letters and their sounds. I have drilled him constantly with the Letter A and B and he is struggling. He wants "help" before he answers a literacy question. Literacy is his weak spot. Understand what the sound a letter makes is a struggle for him and we are working on building his confidence. Very little evidence in his ability to recall what a letter and sound is.

-  15b. Notices and discriminates alliteration
-  15c. Notices and discriminates smaller and smaller units of sound
-  16a. Identifies and names letters
-  16b. Uses letter-sound knowledge
-  17b. Uses print concepts
-  18b. Uses emergent reading skills
-  19b. Writes to convey meaning

# \*\*Activity

## Group 6: Looking Over Notes

**Slim Adkins** | October 6, 2014

Action



Teacher sent \_\_\_\_\_ on a scavenger hunt to find an object in the room that began with the letter E and had the e sound at the beginning of the word.



16a. Identifies and names letters



16b. Uses letter-sound knowledge



How can I  
Take Better  
Observation  
Notes??

You have resources available to help:

# Plain Grid

Date:


# Objective/Dimension Guide

## Social-Emotional

- 1a-Manages Feelings
- 1b-Follows limits and expectations
- 1c-Takes care of own needs appropriately
- 2a-Forms relationships with adults
- 2b-Responds to emotional cues
- 2c-Interacts with peers
- 2d-Makes friends
- 3a-Balances needs and rights of self and others
- 3b-Solves social problems

## Physical

- 4-Demonstrates traveling skills
- 5-Demonstrates balancing skills
- 6-Demonstrates gross-motor manipulative skills
- 7a-Uses fingers and hands
- 7b-Uses writing and drawing tools

## Social-Emotional/Physical

## Language

- 8a-Comprehends language
- 8b-Follows directions
- 9a-Uses an expanding expressive vocabulary
- 9b-Speaks clearly
- 9c-Uses conventional grammar
- 9d-Tells about another time or place
- 10a-Engages in conversations
- 10b-Uses social rules of language

## Cognitive

- 11a-Attends and engages
- 11b-Persists
- 11c-Solves problems
- 11d-Shows curiosity and motivation
- 11e-Shows flexibility and inventiveness in thinking
- 12a-Recognizes and recalls
- 12b-Makes connections
- 13-Uses classification skills
- 14a-Thinks symbolically
- 14b-Engages in sociodramatic play

## Language/Cognitive

# Objective/Dimension Guide

## Literacy

15a–Notices and discriminates rhyme

15b–Notices and discriminates alliteration

15c–Notices and discriminates smaller and smaller units of sound

16a–Identifies and names letters

16b–Uses letter–sound knowledge

17a–Uses and appreciates books

17b–Uses print concepts

18a–Interacts during read–alouds and book conversations

18b–Uses emergent reading skills

18c–Retells stories

19a–Writes name

19b–Writes to convey meaning

## Mathematics

20a–Counts

20b–Quantifies

20c–Connects numerals with their quantities

21a–Understands spatial relationships

21b–Understands shapes

22–Compares and measures

23–Demonstrates knowledge of patterns

Literacy/Mathematics

## Science and Technology

24–Uses scientific inquiry skills

25–Demonstrates knowledge of the characteristics of living things

26–Demonstrates knowledge of the physical properties of objects and materials

27–Demonstrates knowledge of the Earth's environment

28–Uses tools and other technology to perform tasks

## Social Studies

29–Demonstrates knowledge about self

30–Shows basic understanding of people and how they live

31–Explores change related to familiar people or places

32–Demonstrates simple geographic knowledge

## The Arts

33–Explores the visual arts

34–Explores musical concepts and expression

35–Explores dance and movement concepts

36–Explores drama through actions and language

Science and Technology  
Social Studies/The Arts

# Grid with Objective/Dim

1a: Managing  
Feelings:



1a: Managing Feelings	Shalvi tells a girl that he's not her buddy anymore, but he does not tell her why.				Date:		

## Resources

*Assessment Opportunity Cards™*  
*The On-the-Spot Observation*  
*Recording Tool*



# “Where can I Find the 10 Assessment Opportunity Cards?”

The screenshot displays the 'Teaching Strategies GOLD Dashboard' for a user named Tammy M. Scarberry. The interface includes a top navigation bar with links for Home, Help, and Logout. A central menu bar contains tabs for Documentation, Checkpoint, Planning, Communication, Reports, and Children. On the left, a sidebar for the 'Sandbox Preschool Class' offers options like 'Switch Class', 'Add Documentation', 'View Documentation', 'View Portfolio', 'Search Documentation', 'Forms', 'On-the-Spot Observation Recording Tool', and 'Documentation by Objective / Dimension'. The main content area is titled 'Add Documentation for Children in Sandbox Preschool Class' and features a 'Type' section with three radio buttons: 'General Documentation', 'Assessment Opportunity Card' (which is selected), and 'On-the-Spot'. Below this, a dropdown menu for 'Assessment Opportunity Card' lists ten options: Alphabet Recognition Game, Around and Around, Counting Collectibles, Duck, Duck, Goose Word Play, Let's Read Together, Listening Cords Rhyming Games, Number, Please!, Our Class Book, Shazam!, and Treasure Box. To the right, a 'Support' section provides links for 'Quick Start: Documentation', 'Adding Documentation', 'Associating objectives/dimensions to documentation', 'Video Tutorial: Add Documentation', 'Adding Documentation From the On-the-Spot Recording Tool', 'Adding Preliminary Levels', 'Attaching Documentation Files', and 'Contact Us'. A 'Resources' section at the bottom right includes links for 'Assessment Opportunity Cards™', 'About the On-the-Spot Observation Recording Tool', and 'Progressions of Development and Learning'. A small URL 'popup.cfm?itemID=48&ut=3&langID=1' is visible in the bottom left corner.

Teacher's Sandbox for Tammy M. Scarberry

Home | Help ? | Logout

TeachingStrategies<sup>®</sup>  
**GOLD™**  
Dashboard

**Sandbox Preschool Class**  
Switch Class ▾

**Add Documentation**

- View Documentation
- View Portfolio
- Search Documentation
- Forms
- On-the-Spot Observation Recording Tool
- Documentation by Objective / Dimension

**DOCUMENTATION** | CHECKPOINT | PLANNING | COMMUNICATION | REPORTS | CHILDREN

### Add Documentation for Children in Sandbox Preschool Class

Type

- ☐ General Documentation ⓘ
- ☒ Assessment Opportunity Card ⓘ
- ☐ On-the-Spot ⓘ

**Assessment Opportunity Card**

- Alphabet Recognition Game
- Around and Around
- Counting Collectibles
- Duck, Duck, Goose Word Play
- Let's Read Together
- Listening Cords Rhyming Games
- Number, Please!
- Our Class Book
- Shazam!
- Treasure Box

**Support**

**Quick Start:** Documentation

- Adding Documentation
- Associating objectives/dimensions to documentation
- Video Tutorial: Add Documentation
- Adding Documentation From the On-the-Spot Recording Tool
- Adding Preliminary Levels
- Attaching Documentation Files
- Contact Us

**Resources**

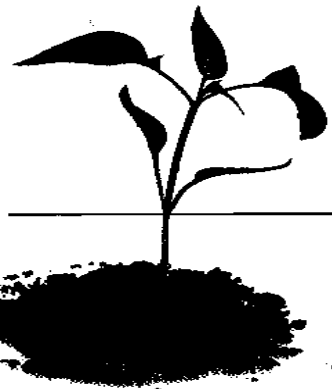
- Assessment Opportunity Cards™
- About the On-the-Spot Observation Recording Tool
- Progressions of Development and Learning

popup.cfm?itemID=48&ut=3&langID=1



# The Creative Curriculum® *for* Preschool

Volume 5



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## Objectives for Development & Learning

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*Birth Through* Kindergarten



# Resource: Creative Curriculum–5<sup>th</sup> Edition

DOC071315-003.pdf - Adobe Reader

File Edit View Window Help

Open [Icons] 1 / 1 134%

Tools Fill & Sign Comment

Sign In

Export PDF

Create PDF

Edit PDF

Adobe Acrobat Pro

Easily edit text and images in PDF documents

Start Now

Send Files

Store Files

## Objective 1 Regulates own emotions and behaviors

### a. Manages feelings

Not Yet	1	2	3	4	5	6	7	8	9	
		<b>Uses adult support to calm self</b> <ul style="list-style-type: none"> <li>Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice</li> <li>Turns away from source of overstimulation and cries, but is soothed by being picked up</li> </ul>		<b>Comforts self by seeking out special object or person</b> <ul style="list-style-type: none"> <li>Gets teddy bear from cubby when upset</li> <li>Sits next to favorite adult when sad</li> </ul>		<b>Is able to look at a situation differently or delay gratification</b> <ul style="list-style-type: none"> <li>When the block area is full, looks to see what other areas are available</li> <li>Scowls, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."</li> </ul>		<b>Controls strong emotions in an appropriate manner most of the time</b> <ul style="list-style-type: none"> <li>Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps."</li> <li>Says, "I'm so excited! We're going to the zoo today!" while jumping up and down</li> </ul>		

### b. Follows limits and expectations

Not Yet	1	2	3	4	5	6	7	8	9	
		<b>Responds to changes in an adult's tone of voice and expression</b> <ul style="list-style-type: none"> <li>Looks when adult speaks in a soothing voice</li> <li>Appears anxious if voices are loud or unfamiliar</li> <li>Touches the puddle of water when adult smiles encouragingly</li> </ul>		<b>Accepts redirection from adults</b> <ul style="list-style-type: none"> <li>Moves to the sand table at suggestion of adult when there are too many at the art table</li> <li>Initially refuses to go inside, but complies when the teacher restates the request</li> </ul>		<b>Manages classroom rules, routines, and transitions with occasional reminders</b> <ul style="list-style-type: none"> <li>Indicates that only four people may play at the water table</li> <li>Cleans up when music is played</li> <li>Goes to rest area when lights are dimmed</li> </ul>		<b>Applies rules in new but similar situations</b> <ul style="list-style-type: none"> <li>Walks and uses a quiet voice in the library</li> <li>Runs and shouts when on a field trip to the park</li> <li>Listens attentively to a guest speaker</li> </ul>		

Windows Taskbar: [Icons] 1:27 PM 7/13/2015