

**ECE 110 S – Site Visit:** \_\_4/23/21\_\_9:00\_\_A.M\_\_\_\_2:30\_P.M\_\_\_\_Preschooler\_\_Alejandra C.\_\_

Date

Time Begin

Time End

Program

Room

Your Name

People	Objective Observation
<ul style="list-style-type: none"> <li>• How many children are in the room?</li> <li>• What ages?</li> <li>• How many staff?</li> <li>• Anyone else? Who?</li> <li>• Briefly describe the people.</li> </ul>	<p>seven</p> <p>3-4 Yrs</p> <p>1</p>
Environment	Objective Observation
<p><i>As Guidelines</i></p> <ul style="list-style-type: none"> <li>• List all the furniture &amp; equipment you see.</li> <li>• What is on the walls?</li> <li>• How are materials displayed, organized, &amp; stored (toys, learning materials, supplies, personal items, etc.)?</li> <li>• Where do the children sleep &amp; eat?</li> <li>• Can you identify “areas” in the room?</li> </ul>	<p>Cubbies, chairs, table, easel, storage shelf.</p> <p>Display boards, shelf, clock, mirror, children work.</p> <p>Cubbies are labeled with children personal items, toys are labeled and store on shelves, materials are organized and stored on shelves. Books are labeled in different categories such as seasons,counting animals, multicultural and English and Spanish .</p> <p>Children nap on cots and eat inside the classroom in a family style setting allowing social distancing.</p> <p>There are different areas for literacy, math, science, library, dramatic and cozy areas.</p>

<ul style="list-style-type: none"><li>• Draw a map of the room (separate paper).</li><li>• Are there windows?</li><li>• Where do the doors lead?</li><li>• What else do you notice?</li></ul>	<p>One window</p> <p>One door leads to the front exit and the other door leads to the fire escape exit</p> <p>There are fire exit signs, fire alarm, covered outlets, Air conditioning, fan, and cameras.</p>
Area Observation	Objective Observation
<p>Choose an area of the room that seems busy.</p> <p>Observe that area for 5 minutes.</p> <p>Record what happens.</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<p>The dramatic area</p> <p>Children played with dolls, clothes, pretend to be parent, some play in groups and parallel play.</p>

	After circle time children choose a center of their choice, some go to the kitchen, engage in manipulatives and play at table, others choose painting and the majority goes to the dramatic area.	
Child Observation	Objective Observation	Interpretation
<p>Choose a child.</p> <p>Spend 20 minutes observing that child. This will count as an Observation Summary for ECE 110-L.</p> <p>Record what the child does.</p> <p>Use the <i>ECE 110-L Child Observation Form</i></p> <p>As Guidelines:</p> <p>How the child moves</p> <p>What the child looks/gazes at</p>	<p>Liyah is 4 years old. She has brown eyes, peach color skin, slim build, with small eyes, little nose and her pink lips. Liyah is dressed in a pink shirt, blue jeans and white and pink sneakers. Her hair is black and combed in a ponytail. After the morning meeting Liyah chose the dramatic area she pretended to be a parent, she held a baby in her hand and wrapped the baby in a blanket. Her friend Kaylee came and joined her; they both got dressed up. They both put on</p>	

<p>What the child is interested in</p> <p>What the child is attracted to</p> <p>What play materials/furnishings the child engages with</p> <p>How the child vocalizes, communicates, uses facial expressions, body language</p> <p>How the child interacts with others</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<p>scarves, hats and hang a baby bag on their shoulders then both of them walk away to the library area. In the library Liyah sits for a few seconds, stands back up and takes a book and walks away.</p>	
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Child Observation	Objective Observation	Interpretation
<p>Choose a child.</p> <p>Spend 20 minutes observing that child. This will count as an Observation Summary for ECE 110-L.</p> <p>Record what the child does.</p> <p>Use the <i>ECE 110-L Child Observation Form</i></p> <p>As Guidelines:</p> <p>How the child moves</p>	<p>Lyn is a 4 years old Asian little girl, she has a slim body and black straight hair. Lyn is dressed in a purple long sleeve shirt and pink pants. During the center, Lyn chooses the art and craft area. The teacher sits around the table with Lyn, she takes a scissor and a blue and a yellow construction paper. Lyn cut the blue paper</p>	

<p>What the child looks/gazes at</p> <p>What the child is interested in</p> <p>What the child is attracted to</p> <p>What play materials/furnishings the child engages with</p> <p>How the child vocalizes, communicates, uses facial expressions, body language</p> <p>How the child interacts with others</p> <p>Use descriptive words.</p> <p>Be objective.</p>	<p>and placed it on the table and placed the two babies on it. They asked “is that a pillow?” Lyn said it is a “bed”. The teacher responded “oh it is a bed, and a pillow.” Lyn told the teacher “I need to work on this one” while continuing to cut on the yellow paper. The teacher asked her “is the yellow one for you or the blue one?” Lyn responded, “ the yellow one is for my sister” with a smile on her face. The teacher responds “oh the yellow one is for your sister” and Lynne continues to cut on the yellow paper.</p>	
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Staff Observation	Objective Observation	Interpretation
<p>Choose a staff member</p> <p>Spend 5 minutes observing that staff member.</p> <p>Record what the staff member does.</p>	<p>Ms. Marcia</p>	

<p>Use descriptive words.</p> <p>Be objective.</p>	<p>Ms. Marcia is a nurturing and interactive teacher that engages with each child. During lunch, she sits and has lunch with the children. She asks them “what are you guys having for lunch today?” One child said “orange” another said “broccoli”. The teacher said “yes you have orange and broccoli on your plate”, The teacher asked “what else is on your plate?” One child said “chicken, rice.” The teacher said “that looks delicious!”, “yummy”, you have rice, chicken , broccoli and orange for lunch today!”</p>	
Transitions	Objective Observation	Interpretation

<p>Describe the transitions you see.</p> <p>Use descriptive words.</p> <p>Explain what the children &amp; staff are doing, including their interactions.</p> <p>Be objective.</p>	<p>Mrs. Marcia dances with the children during music and movement, then she tells the children that it was the last song they would dance to. After the movement and dance song ended she told them it's time for circle time. She began the transition by singing a song “circle time is starting” so the children know that it is time to and transition to the carpet for circle time. The children went to sit on the carpet, then one child brought over an egg and gave it to the teacher. The teacher took the egg and said “thank you” then began shaking the egg and singing the good morning song.</p>	
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Routines	Objective Observation	Interpretation
<p>Describe the routines you see.</p> <p>Use descriptive words.</p> <p>Explain what the children &amp; staff are doing, including their interactions.</p> <p>Be objective.</p>	<p>children arrive at 8: 00 a.m put away their personal belongings in their cubbies. Go to the bathroom to wash their hands. Children have a choice to have breakfast or go straight into their morning activities. After morning activities they are given the choice to free play before the morning meeting. When it's time to end freeplay the teacher will put on the clean up song so that children know that it is time to clean up. After the clean up takes place children get ready for music and movement and after music and movement follow the morning meeting. After morning meetings the teacher engages with the children in activity from our monthly theme then children go to a center of their choice. The teacher interacts with the children in each center. Next the children will clean up and go by the bathroom line up to get their hands washed and prepare for lunch. During lunch time the teachers have a rich and engaging conversation with the children. After lunch children go to the library for story time and lastly prepare for naptime.</p>	

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Play & Learning	Objective Observation	Interpretation
<p><i>As Guidelines</i></p> <p>Describe the play or learning materials you see in the room.</p> <p>Are there specific materials or activities out? If so, which ones?</p> <p>What materials are the children using?</p> <p>Explain what the children are doing with the materials they are using.</p> <p>What are the staff doing?</p> <p>Use descriptive words.</p> <p>How are the materials displayed &amp; stored?</p>	<p>computer, tablet, radio, paint &amp; brushes, paper, pencil, books, magnifying glass, binoculars, measuring cups, kitchen utensils, and appliances</p> <p>Puzzles</p> <p>Lacing alphabet</p> <p>Matching letters</p> <p>counting quantity to numbers</p> <p>Sorting size and object to object for letter sounds and sequencing.</p> <p>Children explore and engage with all the materials daily</p> <p>Children learn different skills and reinforcement everyday.</p>	

Be objective.	<p>Staff facilitate learning by engaging and interacting with children.</p> <p>Materials are labeled and stored in different areas of the classroom.</p> <p>Materials are placed to help children develop skills and learning goals.  Fine Motor materials are placed to help with small muscles such as painting and writing.  alphabet puzzles are placed for letter recognition  Shape puzzles for children to identify shapes  Dramatic area for language development and social-emotional skill  Books for creativity and language</p>	
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Interactions	Objective Observation	Interpretation
<p>Describe the interactions between children &amp; adults.</p> <p>Describe the interactions between adults, including families.</p> <p>How are the adults working together?</p>	<p>During storytime, the teacher asks the children about the book that will be read “who is the author of the book?” and “who is the illustrator?” Next, she asks, “What do you see on the cover of the book?” The children gave their responses next and the teacher told the title of the story. At intervals the teacher asks the question “what do you think will happen next?” The teacher allowed the children to respond and then said “let's find out”. The teacher stops reading the story and asks the children about feelings and emotions “how do you think the little boy is feeling?”</p> <p>At dismissal, the teacher communicated with the parent about the child's day. The teacher told the parents about the child's participation during story time and the drawing activity from the story.</p>	

Be objective.	Teachers and parents work together and have constant communication about children's developmental goals and learning.	
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Connection to Class	Objective Observation	Interpretation
<p>How does your observation connect to what was discussed in class?</p> <p>What characteristics &amp; qualities of working with this age group from class did you observe?</p> <p>How were those characteristics &amp; qualities demonstrated?</p>	<p>My observation is connected to my learning. observing a child helps look at how important interactions are. Is a way to connect with the children to discover their connection to others and their environment. children who feel secure interact with others and engage in their world to learn, and they are more likely to gain skills and do better in society..</p>	

How was professionalism demonstrated?		
<b>Questions/ Reflections</b>	<b>What questions do you have about what you observed?</b>	<b>Reflections on what you saw</b>
<p>professionalism was displayed with children and families?</p> <p>Are there Educational goals?</p>	<p>Did the teacher achieve the developmental goal for the child?</p> <p>Do the children achieve their learning goal ?</p>	<p>Teachers engage with children during an activity where information is shared. children were allowed to express themselves verbally by answering questions.</p>