

Pearson Webinar Observing During Interactions

The Webinar Series:
Using The Work Sampling System to Support Intentional Teaching




Session #2
Observing During Interactions

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Teacher-Child Interactions:
The Research

- Vygotsky: the vital connection between interactions and learning
- NSCDC: relationships affect virtually all aspects of children's development
- Hamre and Pianta: the quality of classroom interactions moderates the risk of early school failure



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Assessment and intentional interactions go hand-in-hand!



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Why?

The greatest opportunity for learning lies in moments of teacher-child interaction when the teacher crafts learning experiences that stretch children just beyond their current skill level.
Munro, 2008



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Research finds that interactions in which teachers intentionally promote learning are few and far between.

Early et al. 2005; Pianta 2010

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Intentional interactions are guided by the assessment cycle.




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Intentional Interactions =
Powerful Interactions



In a Powerful Interaction the teacher intentionally connects with a child in order to extend that child's learning.

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3 Steps of a Powerful Interaction




Be Present Connect Extend Learning

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Step 1: Be Present


- Pause to prepare.
- *This important step is about self-awareness and allows for intentional decision-making.*



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A Stance of Persistent Curiosity

What do I know about Sherelle?
What can I learn about her in this setting?
What is she investigating?




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Step 2: Connect

- Make a personal connection.
- Let the child know that you see her, are interested in what she's doing, and that you want to spend some time with her.

Hi Sherelle.
May I join you?




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Step 2: Connect

- Then wait to see if the child accepts your invitation to connect.
- Slow down – allow wait time.

Sure. I'm building ramps – like we did yesterday.




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Step 3 – Extend Learning

- Stay present.
- Maintain the connection.
- Encourage the child's engagement in learning.



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Step 1 Be Present



What's happening here?
Tajuan is looking frustrated. Can I quiet my static and find the just right fit?

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hmm, how can I help him see the problem so that he can solve it?



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Meghan's Observation of Tajuan

Tajuan couldn't get roof to stay on cave
Expressed frustration: "We're making a cave but we can't get a roof!"
I described problem w/ blanket sagging he and others generated ideas.
T said nails but changed his mind when I questioned
T suggested clothespins w/ prompt about hanging laundry + paintings.
Ariel said tape - T recalled "the pink hopscotch tape" and got it.

IC2, IC3, ID1, IIA1, IVB1

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Mirror Talk

- Gives children specific, detailed information about what they are doing and saying.
- Raises children's awareness of their own actions, words, thinking, and learning.
- Encourages children to repeat and practice learning behaviors, leading to deeper engagement.
- Exposes children to new language and vocabulary
- Helps the teacher observe what children are doing.



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Rosie, I see that you ...



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Interacting and Observing: Small Groups



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Slow down, watch and listen for the child's agenda.


- So much going on...
- So many balls to juggle...
- How can you listen for what children teach you about what they know and can do?



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BLOCKS




Blocks Center

In our blocks center we are:

- Using our fine motor skills
- Developing our motor memory
- Learning to shape, size, and color
- Experimenting with balance and force
- Using our imagination
- Learning geometry
- Understanding number concepts

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WRITING CENTER

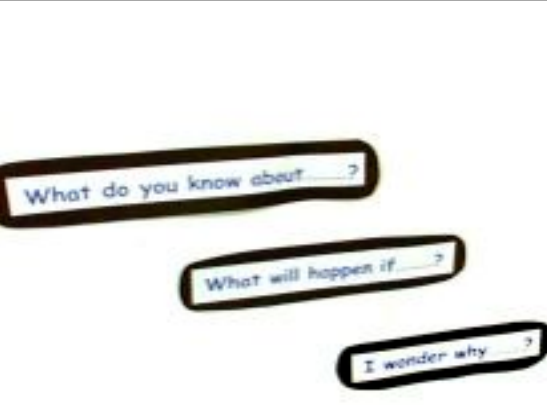


Writing Center

In our writing center we are:

- Using our fine motor skills
- Developing our language skills
- Learning hand-eye coordination
- Putting thoughts into words
- Learning that print has meaning

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What do you know about...?

What will happen if...?

I wonder why...?

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Posting Questions

What are you working on?

Tell me about your _____.

What are your plans for those materials?

Why do you think that happened?

How can I help you solve this?

I am wondering, how you do that?

What could you use this for?

What would you do if that were you?

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Observe to assist with step three – extend learning.

Decide to:

- Use *mirror talk* as feedback to describe, validate, or demonstrate vocabulary.
- Offer a suggestion, information, or guidance.
- Model a new skill or strategy.
- Introduce a new material, book, or vocabulary word.
- Use an open-ended question to encourage the child to describe, explain, predict, compare and contrast.

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Individualizing Questions

- Linked to child's agenda
- Matched to child's cognitive development
- Appropriate amount of scaffolding

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Be ready to document!



I don't want to forget this. I'm going to write it down.

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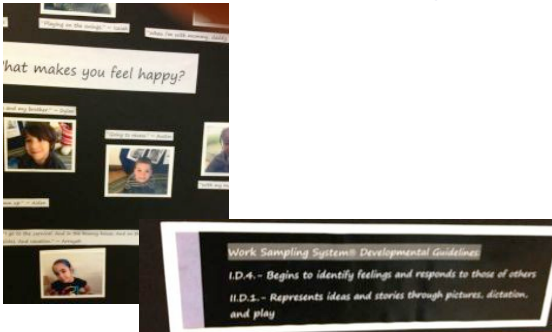
Record what you see and hear.



Zaria 4/6
Playing matching shapes game
Z: I'll go first. Puts 2 red traps, says I'm putting 2 reds.
T: I see you put 2 red trapezoids.
T: I'm putting 3 blue diamonds under the 2 red trapezoids.
Z: My turn - puts and says 2 green ▲ under blue diamonds.
Z continues taking turns- Z says orange square next to blue diamond.

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Documentation of Learning

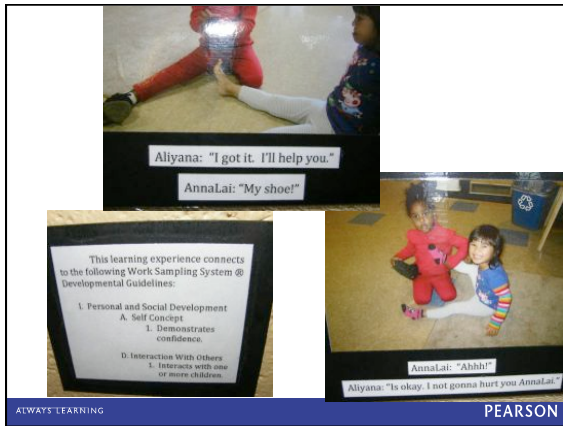


What makes you feel happy?

Work Sampling System: Developmental Guidelines
I.D.4. - Begins to identify feelings and responds to those of others
I.I.D.1. - Represents ideas and stories through pictures, dictation, and play

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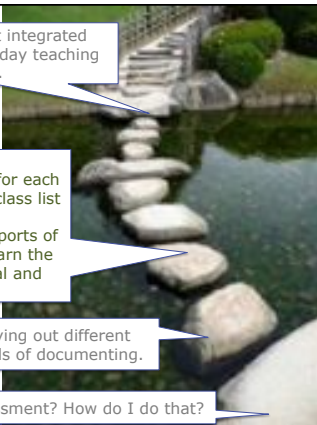




Make it work for you!

- Use the $4 \times 5 = 20$ approach (or # of children \div 5 days)
- Work as a team.
- Plan and organize!
- Create a system that is manageable for you.

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I've got assessment integrated naturally in my everyday teaching routines.

Seeking a habit that works. Experimenting w/a clipboard for each of us. 4 kids each/day and a class list w/space to write. Weekly check online to get reports of what we know and need to learn the next week; plans for individual and group experiences.

I'm trying out different methods of documenting.

Assessment? How do I do that?

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**Thank you
Stay in touch...**

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