



While you're waiting, we invite you to try this breathing exercise

4 Breathe in through your nose for a count of 4, taking the breath into your belly.

4 Hold your breath for 4 counts.

8 Release your breath through your mouth with a whooshing sound for 8 counts.

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1




Teacher Time


March 7, 2024

Plan, Observe, Tinker, and Teach in Preschool

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2



A Moment of Joy
Umbrella

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3

Our Time Together: Plan, Observe, Tinker



Framework for Effective Practice

Teacher Toolbox

Small Change, Big Impact

The BookCASE

All About You!



4



Viewer's Guide

Plan, Observe, Tinker: Teaching and Learning in Preschool





5

Framework for Effective Practice



6

Reflection Question
 In what ways is being a teacher like being a researcher?

7



Observation in the Moment
 Roly-Poly Explorations




8

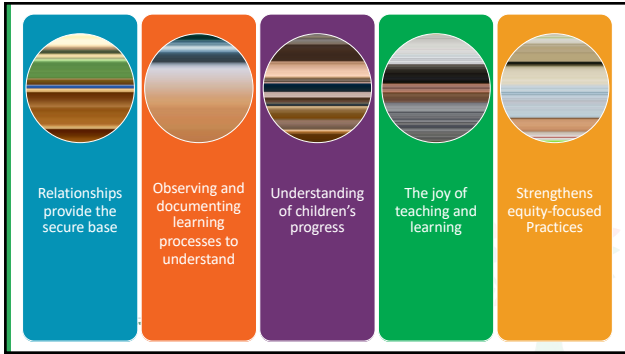
What is Teacher as Researcher?

A *shift* in perspective of teachers' role that allows teachers to:

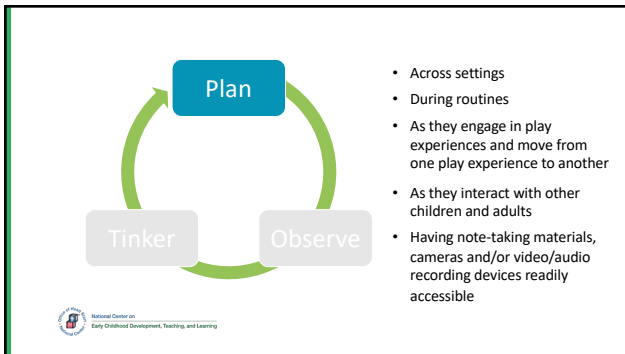
- Gain a deeper understanding of the child as a human being
- Individualize care and the curriculum, including interactions, teaching practices, learning experiences, routines, and schedules
- Be supported in understanding of children's progress and ongoing assessment cycle
- Explore our own curiosities and wonderments



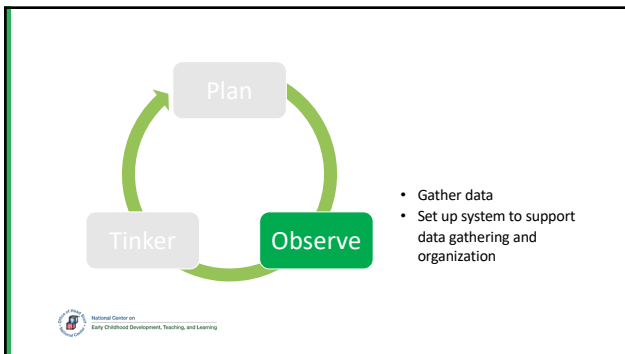
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10



11



12

- Review observations
- Interpret data
- Adjust the learning environment and our interactions to deepen learning

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13

Plan

- Consider the set up of the environment and materials
- Connect the learning experience to an ELOF goal

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14

Observe

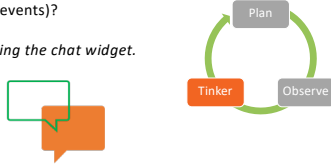
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15

Tinker

How do you think the teacher might tinker with the environment, materials, or interactions to help support learning in the ELOF goal Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events)?

Please share your ideas using the chat widget.



16



Teacher Toolbox



17

Teacher Toolbox

Ways to Document Observations



Video



Work samples



Pictures



Checklists



Communication with families



18

Teacher Toolbox

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Quality Teaching
and Learning

TOOLS FOR TEACHERS
COLLECTING AND USING
ANECDOTAL RECORDS

ANECDOTAL RECORD NOTECARDS

Child:	Date:
Observer:	Time:
Setting/activity:	
Curriculum area or domain: What you saw and heard:	

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19




**Small Change
Big Impact**

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20

Small Change Big Impact

Using Observation and Documentation for IEP goals



- Introduce the portfolio process to the family
- Decide the focus of the portfolio
- Identify the method of documentation and the roles of the team members
 - Check lists, notes, photos, videos
- Collect possible entries or artifacts
 - Photos with description of what occurred, work samples
- Assess child's development

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21



Partnering with Families



22




Partnering with Families




23

Partnering with Families



- A way of communicating with families that their children are being seen and heard
- Include families in the observation process
- Support family engagement
- Ensure all families are included



24

Reflection Question

What ways do you partner with and learn from families about children's progress?

Please share your ideas using the chat widget.



25

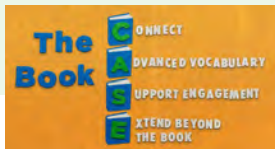
“Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.”

— Loris Malaguzzi
Founder of Reggio Emilia Approach




26


The BookCASE



27



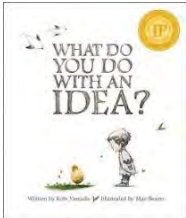


BookCASE
What Do You Do With An Idea?




28

The BookCASE




Author Kobi Yamata Illustrator Mae Besom




29



It's All About You



30



Notice Five Things
Dr. Gail Joseph and Dr. Dawn Williams

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31




Thank You!

Join Us For Our
Next Episode!

Thursday, April 4th, 2024
3pm–4pm EST

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32



We Want to Hear From You

Please take some time to complete the
session evaluation.

For more information contact:
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(Toll-free 1-844-261-3752)

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33



<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>