Observation and Documentation: Using Program Information For Decision-Making

Participant Handouts
K-W-L Table

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<th>K: What I Know</th>
<th>W: What I Want to know</th>
<th>L: What I have Learned</th>
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Early Childhood Indicators of Progress:
Minnesota’s Early Learning Standards
Domain Framework & Components

1. Social & Emotional Development
   - Emotional Development
   - Self-Concept
   - Social Competence and Relationships

2. Approaches to Learning
   - Curiosity
   - Risk-taking
   - Imagination and Invention
   - Persistence
   - Reflection and Interpretation

3. Language & Literacy Development
   - Listening
   - Speaking
   - Emergent Reading
   - Emergent Writing

4. Creativity and the Arts
   - Creating
   - Responding
   - Evaluating

5. Cognitive Development
   - Mathematical and Logical Thinking
     - Number Concepts and Operations
     - Patterns and Relationships
     - Spatial Relationships/Geometry
     - Measurement
     - Mathematical Reasoning
   - Scientific Thinking and Problem Solving
     - Observing
     - Questioning

6. Physical & Motor Development
   - Gross Motor Development
   - Fine Motor Development
   - Physical Health and Well-Being
Observation and Documentation: So Much to Learn

1. What do you learn about the children in your program through observation?

2. What do you learn about your environment through observation?

3. What do you learn about materials, activities and program planning through observation?

4. What methods of observation and documentation do you already use to get to know the children in your care?

5. What time(s) of day do you find most conducive to gathering information through observation?

6. What are some of the challenges you encounter related to observation and documentation?
## Weekly Lesson Plan

### Objectives:

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Materials and Resources:

Routines – Transitions:

Reflection/Evaluation: