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**Observation**

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Definition

**Plan**

Once you have collected and analyzed your data you will need to plan to use the information. Your plan will be delineated by your purpose for the observation assessment.

Why is this component important?

Harry Wong said, “If you fail to plan, you are planning to fail.” With anything we do, we must develop a plan in order to get the most benefit out of our efforts, time, and money. Planning is the difference between a successful event and one that is not successful. Planning is part of everything we do with children.

EDU 119 begins the process of learning to plan and it continues in every course because planning is something that must be done in every course. For example, in EDU 280 Language and Literacy Experiences students are learning about children’s language and literacy development and how to “select, **plan**, implement and evaluate developmentally appropriate and diverse language/literacy experiences.” One learning experience our students could have is to watch a video clip of children interacting during free choice time, (**Observe**). Then discuss in whole group how you would **plan** a circle time experience, when many types of language and literacy experiences are used, for that group of children incorporating the language and literacy aspects of development, taking into consideration home language, the language/literacy concepts these particular children might be ready to learn, and how those skills or concepts could be taught in circle time. Students would then be required to **plan** a circle time experience for an assignment. Each student would be given a description of a particular group of children, different from the one just observed and different for each student. They would be asked to **plan** a circle time

Planning looks like…the wind; you cannot see it, but you can see the results of it. The results of it include children involved in learning experiences, attempting new challenges, adapting to new ideas and environments, parents gaining knowledge of their child’s progress and how they can help with continued growth, teachers researching new ways to teach a concept, reach a child emotionally or intellectually, or changing their environment to meet the ever changing needs of growing and developing children. It looks like enthusiasm, excitement, and fear.

Planning looks like developing learning experiences for a child or a group of children, getting ready to share information with parents/families about a child’s progress and how they can help their child to continue to learn and develop, drawing an environment plan to alleviate behavioral issues, deciding how to further their own knowledge to transform their practice.

What might it look like?

In what courses would this capability be developed?

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experience that would help those particular children to practice and develop language/literacy skills and concepts. **Plans** would be scored on developmental appropriateness, cultural appropriateness, and alignment of skills/concepts being taught to the needs of the children in the group description the student received.

We have to assess the children’s needs before we **plan** learning experiences for them or our **plans** will be too easy, too difficult, or of no interest to the children.

North Carolina Formative Assessment tools?

<http://ncchildcare.nc.gov/pdf_forms/NC_Approved_Early_Childhood_Formative_Assessments.pdf>

<http://ncchildcare.nc.gov/pdf_forms/definition_and_criteria_for_formative_assessments.pdf>

<http://ncchildcare.nc.gov/pdf_forms/ResourcesforBuildingQualityECE.pdf>

Resources for Planning Environments

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Learning%20Environments/Planning%20and%20Arranging%20Spaces/edudev_art_00400_060906.html>

<http://www.earlylearning.nc.gov/OLE/OLEhome.asp>

Resources for Planning Learning Experiences

<http://ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf>

Resources for Planning Parent Conferences

<http://childcarenetwork.org/dnn/Portals/0/Documents/Parent%20Teacher%20Conferences%20in%20Early%20Childhood%20Education.pdf>

Each of the six NC Pre-K approved formative assessments would require the teacher to take the information gained from their assessment and plan to meet the needs of each child.

Resources