ECD 104 Observation Outline

**Checklist observation -**

You will make note of the environment, the daily schedule, and anything else that will help you summarize a child’s experience in this setting. Once you are finished with the running record you will summarize your experience and you will answer the questions below.

Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site of observation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of observation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group size:\_\_\_\_\_\_\_\_\_\_

Time of observation: From \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of center being evaluated in your check list :

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**Chapter 1 – Learning Center Safety Checklist**

**Art Center**  **Manipulative/Math Center**

\_\_\_\_ Scissors are supervised \_\_\_\_Tiny beads or counters removed

\_\_\_\_\_ Toxic materials removed \_\_\_\_Materials with broken parts,

\_\_\_\_\_Water spills cleaned up peeling paint, discarded

\_\_\_\_\_Goggles used with modeling sand, glitter \_\_\_\_Sharp or pointed objects eliminated

**Block Center** **Music/Listening Center**

\_\_\_\_\_Free-standing shelves low & sturdy \_\_\_\_\_Electric cords out of reach

\_\_\_\_\_Building heights within limits \_\_\_\_\_Mercury batteries eliminated

\_\_\_\_\_Block accessories free of broken parts \_\_\_\_\_Volume on headsets controlled

\_\_\_\_\_Riding trucks kept out of center

**Water/Sand/Sensory Table**

**Book Center** \_\_\_\_\_Water & sand at low levels

\_\_\_\_\_Appropriate carpeting \_\_\_\_\_Spills cleaned up promptly

\_\_\_\_\_Heat vents not accidentally covered \_\_\_\_\_Broken, rusty, or glass

\_\_\_\_\_Rocking chairs away from children on floor \_\_\_\_\_\_\_\_\_ implements removed

\_\_\_\_\_Bookshelves low & sturdy \_\_\_\_\_Safety goggles used with sand

**Computer Center** **Science/Discovery Center**

\_\_\_\_\_Computer monitor at child eye-level \_\_\_\_\_Children’s collections covered with

\_\_\_\_\_Electric cords in surge protector out of clear, plastic wrap

child’s reach \_\_\_\_\_Aquarium wires out of reach

\_\_\_\_\_Water & liquids kept out of center \_\_\_\_\_Live plants nonpoisonous

\_\_\_\_\_Pets handled gently, cages clean

**Cooking Center**

\_\_\_\_\_Appliances in compliance with safety codes **Woodworking Center**

\_\_\_\_\_Sharp implement use supervised \_\_\_\_\_Small adult-sized tools supervised

\_\_\_\_\_Electric appliances controlled by adult \_\_\_\_\_Safety goggles used

\_\_\_\_\_Safety rules enforced

**Dramatic Play Center**

\_\_\_\_\_Dolls, toys with no removable parts 🞐 **Writing Center present**

\_\_\_\_\_Earrings large, bead strings unbroken \_\_\_\_\_Desks against wall

\_\_\_\_\_Plastic dishes, cutlery unbroken \_\_\_\_\_Lamps plugged into wall sockets

\_\_\_\_\_Clothes hooks above eye level \_\_\_\_\_No extension cords

\_\_\_\_\_Sharp pencils kept in center

**Large Motor Center** \_\_\_\_\_Non-toxic markers & ink used

\_\_\_\_\_Climbing equipment cushioned

\_\_\_\_\_Safety rules for riding vehicles **General Room Conditions**

\_\_\_\_\_Loft at adult eye-level \_\_\_\_\_Floor covering smooth, unbroken

\_\_\_\_\_Railing slots close together \_\_\_\_\_Heating pipes covered, sectioned off

\_\_\_\_\_Balls made of soft material \_\_\_\_\_Smoke detectors, fire extinguishers

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\_\_\_\_\_Sharp corners of dividers padded

**Chapter 1 – Outdoor Playground Checklist**

* + \_\_\_\_\_Playground enclosed with fence
  + \_\_\_\_\_Debris, broken glass removed
  + \_\_\_\_\_Mushrooms, poisonous plants, berries removed
  + \_\_\_\_\_Tripping hazards such as rocks, holes corrected
  + \_\_\_\_\_Cushioning under climbers, slides appropriate
  + \_\_\_\_\_Large equipment anchored properly with buried footers
  + \_\_\_\_\_Swings of safe material (belts, tires)
  + \_\_\_\_\_Slides and other metal equipment not rusty
  + \_\_\_\_\_Wooden equipment not splintery
  + \_\_\_\_\_Railings around high platforms with slats close together
  + \_\_\_\_\_Sharp edges, missing or loose parts corrected
  + \_\_\_\_\_Sand boxes covered when not in use
  + \_\_\_\_\_Young child-size equipment, riding toys us
  + \_\_\_\_\_Adequate supervision when in use

**Chapter 2 – Classroom Cleanliness Checklist**

* + **\_\_\_\_\_**Classroom floors and rugs clean
  + \_\_\_\_\_Book area pillows clean
  + \_\_\_\_\_Table and counter surfaces clean & disinfected
  + \_\_\_\_\_Trash containers lined with plastic bags; covered
  + \_\_\_\_\_Bathroom floor clean & disinfected
  + \_\_\_\_\_Sinks and toilets clean & disinfected
  + \_\_\_\_\_Food stored properly
  + \_\_\_\_\_Eating utensils washed & stored properly
  + \_\_\_\_\_Garbage disposed of
  + \_\_\_\_\_Paper towels available
  + \_\_\_\_\_Paper tissues available
  + \_\_\_\_\_Paper drinking cups available
  + \_\_\_\_\_Toothbrushes in individual holders
  + \_\_\_\_\_Individual toothpaste available
  + \_\_\_\_\_Toys clean & disinfected
  + \_\_\_\_\_Stuffed animals clean
  + \_\_\_\_\_Pet cages, boxes clean
  + \_\_\_\_\_Blankets, mats, cots clean
  + \_\_\_\_\_Water table water changed daily

**Chapter 3 Learning Center Checklist** –

**Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Classroom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_**

**Block Building Large Motor**

\_\_\_\_\_Blocks lengthwise on shelves \_\_\_\_\_Climbing equipment (bars, ladder, loft) \_\_\_\_\_Enough blocks for large structures \_\_\_\_\_ Balancing equipment (beam, blocks)

\_\_\_\_\_Small figures, trucks, & accessories \_\_\_\_\_Jumping equipment (inflated mat)

\_\_\_\_\_Shelves marked with symbols of blocks \_\_\_\_\_Children’s basketball net, balls

\_\_\_\_\_Lifting materials (large hollow blocks)

**Books \_\_\_\_\_**Wooden riding vehicles

\_\_\_\_\_Books on low shelves, covers visible

\_\_\_\_\_Books in good condition **Science/Discovery**

\_\_\_\_\_Multiethnic books \_\_\_\_\_Magnifying glasses, scale, magnets

\_\_\_\_\_Puppets, dolls, for book extension \_\_\_\_\_Animal, fish or insect pets

\_\_\_\_\_Pillows, cushions, comfortable chairs \_\_\_\_\_Plants & seed-growing experiments

\_\_\_\_\_Children’s collections, displays

**Dramatic Play \_\_\_\_\_**Books about science activities

\_\_\_\_\_Appropriate equipment, furniture, accessories

\_\_\_\_\_Adult dress-up clothes & prop boxes **Writing Center**

\_\_\_\_\_Clothes arranged for easy selection \_\_\_\_\_Desk, storage space, mail boxes

\_\_\_\_\_Full-length mirror \_\_\_\_\_Pens, pencils, markers, chalk

\_\_\_\_\_Dolls of different skin colors \_\_\_\_\_Paper, pads, notebooks, envelopes

\_\_\_\_\_Language props such as cell phones \_\_\_\_\_Rubber stamps, peel-off stickers

\_\_\_\_\_Typewriter or computer

**Manipulative/Math**

\_\_\_\_\_Tables, floor space near materials **Computer Center**

\_\_\_\_\_Puzzles, blocks, games & puzzles \_\_\_\_\_Computer on low table with 2 chairs

\_\_\_\_\_Shape, color, counting & number games \_\_\_\_\_Printer, paper, software programs

\_\_\_\_\_Cash register, abacus, number beads, rods \_\_\_\_\_Games, materials to extend programs

\_\_\_\_\_Necessary parts & pieces not missing

**Sand/Water Table**

**Art \_\_\_\_\_**Squeeze bottles, basters, eggbeaters

\_\_\_\_\_Easels & tables set up for daily use \_\_\_\_\_Aprons, safety goggles

\_\_\_\_\_Paper, paints, brushes, crayons, scissors, \_\_\_\_\_Sand toys, shovels, sifters

collage materials on nearby tables \_\_\_\_\_Clean-up tools for children’s use

\_\_\_\_\_Clay, play dough, fabrics, & squeeze bottles

available **Woodworking**

\_\_\_\_\_Children’s art products displayed beautifully \_\_\_\_\_Pounding, sawing tools, safety goggles

\_\_\_\_\_Tool storage shelves or pegboard

**Music \_\_\_\_\_**Table or stump; vise

**\_\_\_\_\_**Sound- & rhythm-producing materials \_\_\_\_\_Wood scraps, ceiling tiles, nails

\_\_\_\_\_Tape recorders, CD players & headsets

\_\_\_\_\_Electronic keyboard **Cooking**

\_\_\_\_\_Strumming instruments \_\_\_\_\_Knives, spoons, beaters, food mill

\_\_\_\_\_Percussion instruments (drums, xylophone) \_\_\_\_\_Measuring cups, mixing spoons

\_\_\_\_\_Microwave or toaster over, fry pan

1. **What are the best ways to teach good health practice to children?**
2. **When should children have a rest time in the classroom? What can you do to encourage your classroom children to nap or rest?**
3. **How can children learn what foods are the best for them? How can you introduce healthy food choice to students?**
4. **How can you prepare children with allergies from having an allergic reactions?**
5. **What can a teacher do if they have not gymnasium?**
6. **What did you find creative and unique during your observation?**
7. **What factors did you find could be a concern?**
8. **What was your overall impression of this center?**
9. **What additional comments can you make in favor or in contradiction of this center?**