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

 okay

 \_\_\_\_\_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?**