

# Using Rich Documentation To Engage Children and their Families

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## **Improving Data, Improving Outcomes Early Childhood National Conference**

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Early childhood practitioners are increasingly using video and photographs to document young children's learning and progress in order to inform assessments. In addition to using this rich documentation to complete assessments as accurately as possible, practitioners are finding other creative and effective ways to use these photos and videos that lead to better outcomes. This session will illustrate ways that practitioners are using media as instructional strategies with children and as ways to engage families.

### **Additional Handouts Provided Online**

Edelman, L. (2014). *Using Digital Video in Early Care and Education and Early Intervention*. Denver: Author – Self-published workshop handout.

Edelman, L. (2014). *I Didn't Know How to Do That! Tips for Using Digital Video*. Denver: Author – Self-published workshop handout.

### **Reference**

Edelman, L. (2011). Using Digital Video to Enhance Authentic Assessment. *Young Exceptional Children Monograph Series No. 13*



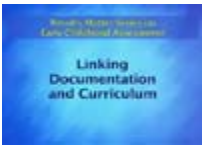





Some Ways that Video and Photos are Used	How Do You/Might You Use Video and Photos?
<b>By EI, ECE, and ECSE Practitioners</b>	
Enhance evaluation and assessment activities	
Document children’s learning and development	
Monitor progress	
Seek and provide consultation	
Receive and provide coaching	
Provide information to families	
Provide documentation for IFSP, IEP, and other individualized planning meetings and processes	
Assist problem solving activities	
Enhance transition	
Video modeling	
Celebrate progress	
Self-reflection	
Reflective supervision	
Other	
<b>By Families</b>	
Document learning, development, progress	
Share home life with practitioners and other families (successes, challenges, progress, strategies, etc.)	
Participate in evaluation	
Participate in assessment	
Provide documentation for IFSP, IEP, and other individualized planning meetings and processes	
Request and provide consultation	
Assist with transition	

Some Ways that Video and Photos are Used	How Do You/Might You Use Video and Photos?
Celebrate with practitioners and family members	
Other	
<b>By Professional Development, Technical Assistance, and Dissemination Practitioners</b>	
Illustrate practices	
Tell a story	
Produce tutorials	
Provide orientation (to jobs, processes, meetings, web sites, etc.)	
Seek and provide consultation and technical assistance	
Receive and provide coaching	
Disseminate information	
Produce public awareness/marketing materials	
Archive activities	
Exchange information	
Conduct research and evaluation activities	
Collect, analyze, and report data	
Other	

## [Illustrations from the Results Matter Video Library](#)

<http://www.cde.state.co.us/resultsmatter/RMVideoSeries>






### [Early Care and Education Section](#)

	<p><b><u><a href="#">Watching Video Documentation with Children</a></u></b> (Runtime: 3:49)                  This video illustrates how watching video documentation with children can be used a strategy for assessment and can enhance children’s engagement in activities and choice-making.</p>
	<p><b><u><a href="#">Finley's Parent-Teacher Conference</a></u></b> (Runtime: 11:03)                  This video shows highlights of a parent-teacher conference. The meeting occurred during the half hour before school began and the parent brought two of her children, her preschooler and infant, along with her. The video illustrates a variety of practices, including using engaging open-ended questions, active listening, positive ways to share information with families, having strengths-based discussions, and sharing photo and video documentation with families.</p>
	<p><b><u><a href="#">Linking Documentation and Curriculum</a></u></b> (Runtime: 1:35)                  Christina DeVarona, an early childhood educator, illustrates how documentation helps her plan and set up the curriculum, including gauging children's interests, understanding their learning styles, and expanding on ideas.</p>
	<p><b><u><a href="#">Sharing Documentation with Families</a></u></b> (Runtime: 1:03)                  Sarah Mogen discusses the importance of sharing documentation with families.</p>
	<p><b><u><a href="#">Sharing Video Documentation with Families</a></u></b> (Runtime: 1:35)                  Christina DeVarona provides a powerful illustration of how video can help us understand children's learning and development and the benefits of sharing video with families.</p>
	<p><b><u><a href="#">Using Documentation to Become a Better Teacher</a></u></b> (Runtime: 3:12)                  Sarah Mogen discusses the process of learning to use video and some of the benefits of using it in the classroom, including improving teaching skills.</p>
	<p><b><u><a href="#">Documentation as a Habit</a></u></b> (Runtime: 8:03)                  This video illustrates the exemplary documentation practices of Kim Moroze and her staff at Emerald Preschool, Boulder Valley School District. The teaching team and parents discuss and illustrate uses of observation notes, photography, and video.</p>
	<p><b><u><a href="#">Using Documentation at Emerald Preschool</a></u></b> (Runtime: 9:00)                  This video illustrates several ways that documentation is organized and used at Emerald Preschool, Boulder Valley School District.</p>


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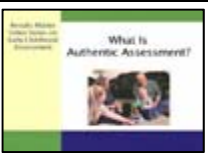
### Early Intervention Section

	<p><b><u><a href="#">Authentic Assessment in Early Intervention</a></u></b> (Runtime: 7:36) Physical therapist Megan Klish Fibbe describes and illustrates how authentic assessment practices enhance her early intervention work with children and their families, including the use of observation, conversations with families, and video.</p>
	<p><b><u><a href="#">Using Video for Self-Reflection</a></u></b> (Runtime: 1:41) Megan Klish Fibbe illustrates how the use of video provides an opportunity for feedback and self-reflection.</p>
	<p><b><u><a href="#">Using Video to Share with Family Members</a></u></b> (Runtime: 3:25) Megan Klish Fibbe shows ways to use video with family members in early intervention.</p>
	<p><b><u><a href="#">Using Video to Celebrate Progress</a></u></b> (Runtime: 2:09) Megan Klish Fibbe shows how video can support families by highlighting family strengths and child progress.</p>
	<p><b><u><a href="#">Using Video for REALLY Watching</a></u></b> (Runtime: 1:52) Megan Klish Fibbe demonstrates how the use of video can help providers better observe infants and toddlers and observe family strengths</p>


### Just Being Kids Section

	<p><b><u><a href="#">Janella's Story</a></u></b> (Runtime: 11:20) This vignette illustrates how a child development specialist worked with members of a transdisciplinary early intervention team and the family to help 27 month old Janelle make her choices known and participate in play and family routines.</p>
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### General Interest Section









	<p><b><u><a href="#">What Is Authentic Assessment?</a></u></b> (Runtime: 3:02) This video illustrates the primary features of authentic assessment, including: ongoing, whole child, naturalistic, multiple perspectives, and useful.</p>
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### Using Technology for Authentic Assessment Section

	<p><b><u><a href="#">Family Engagement With TS GOLD</a></u></b> (Runtime: 8:38) This video, the first of a two-part series, features a teacher and a parent describing key family communication features and benefits in TS GOLD. The second video, "Aiden's Parent-Teacher Conference" illustrates the use of TS GOLD during an actual parent-teacher conference.</p>
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	<p><b><u><a href="#">Aiden's Parent-Teacher Conference</a></u></b> (Runtime: 11:53)</p> <p>This video is the second of a two-part series. The first video, “Family Engagement with TS GOLD,” features a teacher and a parent describing family communication features and benefits in TS GOLD. This video begins with brief interviews with the teacher and parent discussing the importance of parent teacher conferences. The video then shows about ten minutes of an actual parent-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.</p>
	<p><b><u><a href="#">Using Technology to Enhance Instruction and Family Engagement</a></u></b> (Runtime: 9:44)</p> <p>This video illustrates how a preschool teacher uses a variety of technologies, including computers, iPads, iPods, a Promethean Board, and a media sharing site, to enhance instruction for children and engage their families.</p>
	<p><b><u><a href="#">Teaming on the Use of the GOLD® Documentation App</a></u></b> (Runtime: 5:31)</p> <p>This video demonstrates how three team members of a preschool classroom work together to use the TS GOLD® Documentation App to document children's learning.</p>
	<p><b><u><a href="#">Using the GOLD® Documentation App to Better Understand Children's Communication</a></u></b> (Runtime: 3:23)</p> <p>This video demonstrates how a preschool teacher uses the audio recording function of the GOLD® Documentation App to capture language samples to that document children's language development.</p>
	<p><b><u><a href="#">Aurelius Reading at Naptime</a></u></b> (Runtime: 4:52)</p> <p>This clip tells the story of how a preschool teacher used digital video and other technologies to help document and assess a young boy's notable skills and share the information with the child's family.</p>
	<p><b><u><a href="#">Using MPEG Streamclip to Edit Video Files</a></u></b> (Runtime: 10:12)</p> <p>There are many ways to edit your video files. This instructional video illustrates how to use one free application, MPEG Streamclip, to trim, join, and compress your video files. MPEG Streamclip works on both PCs and Macs, but requires that the free Apple QuickTime player is installed on your computer.</p>
<h3><u><a href="#">Practices Here and There Section</a></u></h3>	
	<p><b><u><a href="#">Photographer of the Day - Engaging Children and their Families</a></u></b> (Runtime: 7:46)</p> <p>This video tells the story of how a preschool teacher created a “photographer of the day” classroom job for the children. The child’s photos are shared the following day with the other children who reflect on the images and with families who get to see their children’s experiences during the school day. The teacher and a parent describe the benefits of this activity for the children, their families, and the teacher.</p>
	<p><b><u><a href="#">Videos From Parents - Enhancing Family Engagement</a></u></b> (Runtime: 9:58)</p> <p>This video illustrates a few ways that a preschool teacher uses video to promote family engagement. The teacher invites families who can’t schedule time to be in the classroom to take and share video clips of their occupational and community lives. The children share these videos with their classmates and the teacher integrates the clips in thematic units. The teacher also shares videos of the children with their parents.</p>

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	<p><b><u><a href="#">Using Text Messaging to Strengthen Family-School Relationships</a></u></b> (Runtime: 8:12)</p> <p>This video illustrates how a preschool teacher uses text messaging to help families clearly and quickly understand what their children are learning in the classroom, how they are learning, and ways that they can support their children to learn at home. The teacher, a parent, and the school principal share their perspectives on the use of cell phones and text messaging to build relationships.</p>
	<p><b><u><a href="#">Collaborating to Support Aiden</a></u></b> (Runtime: 12:14)</p> <p>Because of an immune disease and the risk of infection, Aiden was not able to be near other children. This inspiring video illustrates how a homebound interventionist and a preschool teacher collaborated to enable Aiden to attend a typical preschool classroom through video conferencing. The story illustrates a number of themes, including collaboration between general and special education, teaming, the importance of reflection, family engagement, friendships, uses of technology, modifying instructional practices to include all children, administrative support, and IEP meetings.</p>
	<p><b><u><a href="#">Ruairi Goes To Preschool</a></u></b> (Runtime: 11:52)</p> <p>This video tells a heartwarming story in which a family, a preschool teacher and her staff, a state TA provider, and a school principal worked together to enable a young girl with significant medical issues to attend a preschool classroom through video conferencing.</p>
	<p><b><u><a href="#">Reflections of a First Year Teacher</a></u></b> (Runtime: 6:44)</p> <p>First year preschool teacher Ashley Hamand describes how she was video recorded for an entire school day, and reflects on what she learned when she watched and shared the clips with others.</p>
	<p><b><u><a href="#">Using Video for Reflection and Coaching at SD27J Preschool</a></u></b> (Runtime: 5:47)</p> <p>This clip describes how video is being used as a foundation for self-reflection and coaching at SD27J Preschool in Brighton, Colorado.</p>
	<p><b><u><a href="#">Example of Using Video for Coaching at SD27J Preschool</a></u></b> (Runtime: 7:54)</p> <p>This video illustrates the principles presented in "Overview of The Incredible Years at SD27L Preschool." It was recorded during one day in one classroom and includes scenes of Dinosaur School during group time, children using problem solving strategies during play activities, and interviews with a child, a teacher, and a parent.</p>
<h3><u><a href="#">iPads In Early Childhood Section</a></u></h3>	
	<p><b><u><a href="#">Using iPads to Illustrate Problem Solving Strategies</a></u></b> (Runtime: 3:08)</p> <p>This video illustrates how preschool teacher Ashley Hamand creatively uses the iPad to enable children to illustrate problem solving strategies from the Pyramid Model for one another.</p>

## **Illustrations from the Desired Results *access* Project Video Library**

**<http://draccess.org/videolibrary>**

### **(Tips on Using Video Section)**

#### **Using Video to Support Tristen and His Family** (Runtime: 12:54)

Tristen is a delightful, bilingual preschooler. This video shows video clips that Tristen's teachers have shared with his family and is narrated by Tristen's parents who discuss how video helps them understand what Tristen is learning in school, assists them in using consistent strategies, reinforces Tristen's communication and literacy skills, supports positive behaviors, provides family support, and preserves visual memories.

#### **Nelcy Takes a Walk** (Runtime: 3:38)

This delightful video illustrates how video peer modeling was used to support two and a half year old Nelcy to start using a walker and ultimately walk without it.

#### **Using Video to Support Inclusion and Collaboration with Families** (runtime: 3:56)

Joann Hulkower illustrates ways that video can enhance collaboration with families and support inclusion.

#### **Time for Oliver** (Runtime: 6:00)

This story illustrates how Michael Lopez-Breaux and his colleagues at the Monte Vista Early Education center used video to support Oliver's joy of learning and transition between activities. The team uses video for documentation, assessment, reflective practice, family education and support, and the development of Individualized Education Programs.

#### **A Proud Moment for Carlos** (Runtime: 2:12)

Joann Hulkower of the Kedren Head Start, Cypress I, shares a story of how the use of video helped support Carlos' self-esteem, improve his ability to play with other children, and provide family education.

#### **The ABCs of Why We Use Video** (Runtime 3:33)

Joann Hulkower shares five foundational principles that describe and illustrate why video is such a powerful and useful tool in early childhood education

#### **Using Video with the DRDP Assessments** (Runtime: 6:21)

This clip illustrates how Julia Chien and Marek Zielina have been using digital video in their collaborative preschool classroom at the Playa Del Rey Elementary School to enhance collaboration, documentation, assessment, reflective practice, and create video portfolios for children.