

TATS Talks to Professionals: Opportunities for Observation and Data Collection



1. **Know what you are looking for.**
2. **Know what is appropriate** for the child you are observing.
3. Be familiar with the **standards**.
4. **Collaborate with co-teachers and therapists** so that the people who are working with the children know the targeted skills for observations that day/week.
 - Set aside a time to collaborate and record observations daily
5. **Set up natural situations** within the daily routine to observe skills.
 - **Count snacks** during snack time
 - **Request and ask** for food/drink/utensils during meals
 - Match shapes or colors **during center play**
 - **Ask to share** a preferred toy
6. **Be prepared** – have sticky notes, observation forms, camera ready.
7. **Ask** children **questions** and **give them time** to answer
8. **Use groups** – **whole group** – one lead lesson, one observes, records, facilitates
 - **small groups** – directed lesson with specific skills
 - **centers** – during play, as part of play

Five Steps to Meaningful Progress Monitoring



Links to References and Resources:

[FL Standards for Early Learning](#) 1

[NAEYC Program Standards](#) 2

[Head Start Center for Inclusion](#) 3

[Involving Families](#) 4

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