



Focused Observations: How to Observe Young Children for Assessment and Curriculum Planning

By Gaye Gronlund, Marlyn James

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This updated edition of *Focused Observations* will help early childhood educators connect observation and documentation to appropriate assessment and curriculum related to early learning guidelines.

Intentional teaching begins with focused observations and systematic documentation of children's learning and development. This book explains why observation is one of the best methods to get to know each child well, track progress, and plan individualized curriculum. It also provides tools and techniques to help you strengthen your observations, create portfolios with rich documentation, and support each child. You will also learn how to share your findings with families and grow as an observer through review and reflection activities.

Learn answers to common questions about observation, including
Why should I use observation in my classroom?
What does effective observation and documentation look like?
How do I fit observation in so that it doesn't take away from teaching and interacting with children?
How do observation and documentation work with early learning guidelines?

An interactive CD-ROM with nineteen vignettes of children in action provide opportunities to practice observing children and capturing what you see.

Gaye Gronlund is an early childhood consultant who trains educators, administrators, and policy makers across the country. She is a well-known keynote speaker and staff development presenter and the author of six Redleaf Press books. Gaye holds a master's degree in adult learning and early childhood education.

Marlyn James is the early childhood program director and the education department chair at Flathead Valley Community College in Kalispell, Montana.

She presents at local, state, and national conferences and coauthored *Early Learning Standards and Staff Development* with Gaye Gronlund. Marilyn holds a master's degree in human development.

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Editorial Review

About the Author

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