



OBSERVATION GUIDE for TEACHERS

KIDS is an observational tool. That means kindergarten teachers will develop their own preferred methods of capturing and recording student observations during the course of the year while students go about their daily routines – in the classroom, in gym, on the playground, or even lining up in hallways. Illinois teachers who piloted KIDS report that creating those types of systems at the start of the year simplified collection once school was underway.

As teachers have mastered and fully integrated KIDS observation collection into daily classroom routines, many report how KIDS empowered them to tailor instruction to better meet the needs of individual students.

The following is a list of steps to take and questions to answer to help you prepare to observe students, evaluate their development, and document your observations in KIDStech, the online portal for KIDS. For more information, visit www.isbe.net/KIDS.

CREATE AN OBSERVATION SYSTEM

- **Determine when you plan to observe.**
 - Consider the daily schedule.
 - When does direct instruction happen versus when do the children work independently?
 - When can you be a teacher versus an observer? After the children begin working? During center time? Recess? In the hallway? While working with a small group?
 - When can you be a teacher and an observer?
- **Identify the students you will observe during each period.**
 - Approaches may include focus students, differentiated groups, students in specific centers, students working independently, the whole group, and specific subgroups of students.
- **Identify the domains you will collect evidence for during the observation.**
 - What specific measures within the domains will you have the opportunity to observe?
 - Consider the social components and academic components of the lesson.
 - Be ready to capture spontaneous interactions of behaviors that may provide additional evidence.
- **Identify the tools that work best for you to use during the observation.**
 - Ideas include Post-it Notes, index cards, mailing labels, cameras, video, audio recorders, and iPads. Check out resources on www.isbe.net/KIDS for more ideas and to learn how other teachers have set up their systems, check out the resources on www.isbe.net/KIDS.
 - What measures will be addressed with the learning activities you plan?
 - Will observations require the assistance of another adult?

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CREATE AN OBSERVATION SYSTEM Continued...

- **Determine what you will use as your evidence and where you will store it.**
 - Use the strongest pieces of evidence for the developmental level displayed by the child.
 - One piece of evidence may demonstrate developmental competency for multiple domains, measures, or even multiple students.
 - Will you store the evidence in a folder, binders, or electronically?
- **Reflect on the system you created.**
 - Is the system you created working for your classroom?
 - Can you learn more about your students from the system?
- **Think about how you will review and reflect on the evidence.**
 - You will likely be thinking a lot about KIDS throughout the assessment period. You might carve out additional time to reflect during professional learning community time, professional development days, planning periods, and before or after school.
- **Enter ratings into KIDStech.**
 - Visit www.isbe.net/KIDS to set up an account.
 - Ratings are mandatory within the first 40 days of attendance.
 - Ratings are optional for two additional assessment periods on the 105th day of attendance and 170th day of attendance.
 - You will be able to access better data analysis and reports on student developmental progress if you record observations more frequently or collect more measures.