
Appendix 1

COI Observation Record Checklist and COI Observation Record Form

COI Observation Record Checklist

Briefly review your COI Observation Record form for the purpose of developing skill in each of these areas for building an emergent inquiry curriculum.

Amount and nature of the data (photo and written or video)

- Did you capture sufficient detail to interpret the episode?
- Did you document connected events to describe a meaningful play episode?
- Did you follow the connected events even if they moved from place to place?
- Did you include photographs or video clips
 - › From the level of the child?
 - › Of the steps in the child's thinking process?
 - › Of the child's strategies/techniques with materials?
 - › Of the emotion of the child (if this is significant to the documentation focus)?

Accuracy and ease of use of the data

- Did you distinguish dialogue from action?
- Did you distinguish teachers and children?
- Did you invent methods for recording complex behavior or products?
- Did you produce a clear descriptive transcript of important processes and products you observed?

Focus on children's thinking and on your thinking (analytic memos)

- Did you separate your speculations and thinking from your observations?
- Did you relate children's actions to their possible goals or theories?
- Did you think about links to previous play episodes in your memos?
- Did you think about your questions as ideas for plans to extend children's thinking?

Cycle of Inquiry
Observation Record

OR

Tag:
Interpreters:

Date:

AREA:
PARTICIPANTS:
SETUP:

By working with documentation of children's **actions** and **words** we focus our discussions on evidence and de-privatize our discussions about children's thinking. (Reggio Study Group)

NAMES:
Distinguish teachers' names from children's.

DESCRIPTION:
WORDS—Not in parentheses
ACTIONS—(In parentheses)

MEMOS:
Raise your questions about the meanings of children's actions and words. Why did they do/say this? What do they know?

Cycle of Inquiry Observation Record

OR

Observation (continued)

By working with documentation of children's actions and words we focus our discussions on evidence and de-privatize our discussions about children's thinking. (Reggio Study Group)

When using video note the start/end time frames of clip you reference in name column.

NAMES: Distinguish teachers' names from children's.	DESCRIPTION: WORDS —Not in parentheses ACTIONS —(in parentheses)	MEMOS: Raise your questions about the meanings of children's actions and words. Why did they do/say this? What do they know?

Cycle of Inquiry
Observation Record

OR

Observation (continued)

By working with documentation of children's actions and words we focus our discussing on evidence and de-privatize our discussions about children's thinking. (Reggio Study Group)

When using video note the start/end time frames of clip you reference in name column.

NAMES:

Distinguish teachers' names from children's.

PHOTO IMAGE

Insert images that capture the processes of children's play noted in preceding pages. Consider the way the child sees the processes, steps in the child's thinking process, and the child's technique with materials.

MEMOS:

Raise your questions about the meanings of children's actions and words. Why did they do/say this? What do they know?