**Dear Student,**

Today, you will be observing two classrooms. During your time in these classrooms, please complete the forms attached. Use the descriptors below to assist you in completing the observation form. Complete as much of the form as possible. You do not need to use complete sentences; bullets are fine.

**Cognitive Development:**

 Sensory Motor (Birth-2): learning through senses; towards end realize objects exist independent of perception.

 Pre-Operational (2-6): language is important; relies on intuition or what seems right; egocentric-sees world in terms of
 self; understand past & future; center on one thing at a time

 Concrete Operational (7-11): reason deductively; deal with the world in the way they see it; cannot reason abstractly nor
 problem solve in head; capable of conservation, putting things in order, and classification

 Formal Operation (12+): Logic, Abstract Reasoning, Hypothetical Reasoning, Extending thinking/mental leaps; Projective
 thinking, Metacognitive thinking; Reflective thinking;

**Physical Development:**

Preschool (2-6): slow but obvious growth; from 32 lbs & 38” tall to 48lbs & 48”; girls smaller than boys; moving from gross motor (big muscles) to small motor skills; need much physical activity; sample activities: Simon Says, throw a big ball before using small scissors

 Middle Childhood (6-12): slow but steady; by 12, approx. 5’ tall & 80lbs; girls taller and heavier than boys; small muscle & motor skills refined; major growth & change in cognitive domain.

 Adolescent (11-18):”raging hormones”; 2yr difference in growth spurts; extremities grow before main parts; clumsiness and lack of coordination; need physical activity; develop at different rates.

**Moral Development**

 Pre-conventional 1 (Infancy): Obedience & Punishment-No difference between doing the right thing and avoiding punishment.

 Pre-conventional 2 (Preschool): Reciprocity-Interest shifts to rewards than punishment; effort is made to secure greatest benefit
 for oneself.

 Conventional 1 (School age): Good Child-“Good boy/girl” level. Effort is made to secure approval and maintain friendly relations
 with others.

 Conventional 2 (School age): Law & Order – Orientation is toward fixed rules. The purpose of morality is maintain the social order.
 Interpersonal accord is expanded to include the entire society.

 Post-conventional 1 (Teens): Social Contract-Mutual benefit, reciprocity. Morally right and legally right are not always the same.
 Utilitarian rules that make life better for everyone.

 Post-conventional 2 (Adulthood): Principled-Morality is based on principles that transcend mutual benefit.

**Social Development**

Infancy: Trust vs. Mistrust-Develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead
 to mistrust.

 Early Childhood: Autonomy vs. Shame/Doubt-Children need to develop a sense of personal control over physical skills and a
 sense of independence. Success leads so a sense of purpose. Failure leads to feelings of shame and doubt.

 Play Age: Initiative vs. Guilt-Children need to begin to assert control and power over the environment. Success leads to a sense of
 purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.

 Elementary Age: Industry vs. Inferiority-Children need to cope with new social and academic demands. Success leads to a sense
 of competence. Failure results in feelings of inferiority.

 Adolescence: Identity/Reputations vs. Identity Confusion-Teens need to develop a sense of self and personal identity. Success
 leads to an ability to stay true to yourself. Failure results in role confusion and a weak sense of self.

 Young Adult: Intimacy/Solidarity vs. Isolation-Young adults need to form intimate, loving relationships with other people. Success
 leads to strong relationships. Failure results in loneliness and isolation.

 Adulthood: Generativity vs. Self-Absorption-Adults need to create or nurture things that will outlast them, often by having
 children or creating a positive change that benefits other people. Success leads to feeling so usefulness and
 accomplishment. Failure results in shallow involvement in the world.

 Older Adult: Integrity vs. Despair-Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads
 to feelings of wisdom. Failure results in regret, bitterness, and despair.

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| **Observer:** | **Date:** |
| **Site:** | **Teacher’s Name** |
| **Approximate Age/Grade of Children:** |
| **Teacher and Environment** (Describe the teacher-personality, demeanor-and the environment-room arrangement, number of students, boy to girl ratio, ethnic ratio if possible, décor, etc.) |
| **Students** |
| **Cognitive Reasoning** In which stage of cognitive reasoning are the students operating? Explain your answer with specific examples of student behavior.* *Sensory motor,*
* *Pre-operational,*
* *Concrete operational,*
* *Formal operational*
 | **Physical Development** What stage of physical development are the students operating? Explain your answer with specific examples of student behavior. What can the students physically do? Consider fine motor and gross motor skills, social interactions, etc.* Preschool (2 to 6 years)
* Middle Childhood (6 to 12 years)
* Adolescent (11 to 18 years)
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| **Moral Development**In what stage of moral development are the students operating? Explain your answer with specific examples of student behavior.* Stage 1: Pre-conventional
	+ Obedience & Punishment
	+ Reciprocity
* Stage 2: Conventional
	+ Good child
	+ Law & order
* Stage 3: Post conventional
	+ Social Contract
	+ Principled
	+ Cosmic
 | **Social Development**In what stage of psychosocial development are the students operating? Explain your answer with specific examples of student behavior.* Stage 3: Play Age/Initiative vs. Guilt/3-5
* Stage 4: Elementary School/Industry vs. Inferiority/5-12
* Stage 5: Adolescence/Identity & Reputation vs. Identity Confusion/ 12-18
* Stage 6: Intimacy & Solidarity vs. Isolation/18-25
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| **Interactions: Explain the interactions you observe between each of the groups. Consider physical proximity, tone of voice, non-verbal cues.** |
| **Student to Student** |
| **Teacher to Student** |
| **Inferences: What conclusions can you draw about the learning environment from these observations?** |
| **The BIG Question: What made this an appropriate or inappropriate atmosphere for learning?** |