Powerful Interactions:

Observe, Interact, Assess
with Judy Jablon

Today's audio will be delivered via your computer speakers – please ensure they are on with volume turned up.

If you need technical assistance, please use the chat box and we will work with ReadyTalk to trouble shoot.

Thanks for joining! We will begin at 1pm Eastern.
Teacher-Child Interactions

- Vygotsky: the vital connection between interactions and learning
- NSCDC: relationships affect virtually all aspects of children’s development
- Hamre & Pianta: the quality of classroom interactions moderates the risk of early school failure
Powerful Interactions: 3 Steps

Be Present

Connect

Extend Learning
The greatest opportunity for learning lies in moments of teacher-child interaction, when the teacher crafts learning experiences that stretch children just beyond their current skill level.

Munro 2008
Let’s watch Ms Angela with 3 year old Tallon

• Notice how Ms. Angela stays present and connected in this interaction.
• Notice what Tallon knows and can do.
• Watch how Ms. Angela uses what she observes to extend Tallon’s learning.
Let’s discuss

- What did you notice Ms Angela do to stay present and connected?
- Please offer comments via chat.
Let’s think about Tallon’s learning

• What did you record about Tallon’s learning?
• What does he know and what can he do?
Collecting Evidence

Tallon Library Area
March 4
Tallon frequently chooses books about dinosaurs (and wears
dinosaur T shirts – favorite topic)
He was reading – I joined him
Tallon: turning pages of book w/left hand, page by page
Points and identifies Stegosaurus. Identifies Ankylosaurus (both
accurate).
ME: look at bumps on back
Tallon: identifies “big-little bumps”
ME: points and reads Saltosaurus, helps to begin Tri...
Tallon: “Triceratops”, smiles
ME: how does it look different from other dinos
Tallon: This one is a triceratops
ME: what do they have that tells you it is a Triceratops?
Tallon: “have horns”
ME: T-Rex has horns?
Tallon: uh-uh (no)
ME: what I should write @ dinos
Tallon: “I know which one this one is” points to dino on cover, “a
snake”.
Watches as I write and repeat
ME: what else?
Tallon: “Long neck” while pointing at Brontosaurus on cover.
“That’s my favorite kind”. Points and says “T-Rex”, “Triceratops”.
Points to footprint: “That’s a T-Rex foot”
Collecting Evidence

- Let’s think about what Ms Angela did to collect evidence during the interaction
  - Had her notebook handy
  - Jotted Notes
  - Invited Tallon to think about what he should write
During a Powerful Interaction, you learn about the child and the child learns from you!
Use what you learn in the moment to give feedback

• Tell the child what you see or hear
• This is meaningful, informative feedback
Use what you learn to extend

- Introduce an interesting vocabulary word as you further describe what you see
- Pose an open-ended question that invites an explanation or offers a new challenge
Be ready to document!

I don’t want to forget this. I’m going to write it down.
Make it work for you!

- Use the $4 \times 5 = 20$ approach (or # of children $\div 5$ days)
- Work as a team.
- Plan and organize!
- Create a system that is manageable for you.
Questions and Comments