

Observer Etiquette

It is expected that individuals using the center for observation and research will comply with the established guidelines of the ISU Child Development Laboratory School. These guidelines were created for the safety of the children, families, staff, and observers to guide respectful and appropriate use of all information. If an observer is unable to comply with these guidelines, (s)he will be asked to leave. Thank you in advance for your respectful observance of our policies.

Expectations

1. Permission to observe by those other than ISU students, HDFFS faculty, or parents/guardians of enrolled children must be obtained from the center Administrator 24 hours prior to observation. Observation appointments may be made with the Parent Coordinator in Room 0351.
2. Please sign the Visitor Log located outside Room 0351 before conducting your observation.
3. Observers shall read the Statement of Confidentiality prior to observation. Discussions involving children, staff, and families shall be limited to professional conversations in University classroom settings.
4. Please do not enter a classroom without the permission of the Administrator or designee. If you need to interview staff, it is best practice to schedule an appointment.
5. Observations shall be conducted in a manner so as to limit any possible disturbance to the classroom setting. Please be as unobtrusive as possible in the observation booth.
6. Observe the outdoor environment from the booth. Observers in Lab 1 may use the observation booth for Lab 2 (Room 0360) to observe the children outdoors.
7. Food and drink are not allowed in the booth. However, water in a container with a lid is acceptable.
8. Please arrange the chairs and leave the booth in the condition you found it.

Guidelines

1. Be aware that everything you see or hear is confidential. All information obtained for class projects, research, or other scholarly purposes is confidential within legal limitations.
2. Understand that you are observing for a short period of time and you may not fully understand the dynamics of the situation that you are observing (previous history, what happened 5 minutes before you arrived, etc.). A good observer reports on the situation objectively and leaves subjective interpretations out.
3. Spend the first 15 minutes orienting yourself to the environment. Tune into what you should be observing (the posted schedule, the room arrangement, display of children's work, interest centers, etc.) and factors impacting the classroom dynamics.
4. For best results, have an observation tool to guide the process. Observation tools enable you to be more objective and help you stay focused.

Statement of Confidentiality

To respect the privacy of children enrolled in the ISU Child Development Laboratory School and their families, observers agree to keep all information

seen and heard during their visit confidential. Such information should only be discussed in a University classroom.