**Credential AREA:Early Childhood Credential (Level 4)****TOPIC: HGD Domain-Specific Assessment Example**

**Observing Early Childhood Development and Learning**

**I. Assessment Competency & Standards Alignment**

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| **Gateways Competencies Assessed** | **Competency Alignment** |
| **NAEYC****Standards****(Draft 2020)** | **NAEYC****Competencies****(Draft 2020)** | **IPTS (2013)** | **InTASC (2019)** |
| **ECE HGD1:** Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning | 1a, 1b, 1c | 1a-LVL1 1-4, 1a-LVL1-3-4, 1a-LVL2 1-2; 1b-LVL1-3; 1c-LVL2-2 | 1A, 1C, 1D, 1E, 2A | 2(h), 7(i) |
| **ECE HGD2**: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills | 1a | 1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4 | 1C, 2A, 2H | 1(f), 2(i), 3(l), 7(i) |
| **ECE HGD3**: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being and learning | 1a, 1c | 1a-LVL1-3, 1c-LVL1-1-3, 1c-LVL2-1 | 1C, 1D, 1E, 2E, 2H | 2(h, 2(i), 2(j), 2(m) |
| **HGD4**: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition | 1a, 1b, 1d | 1a-LVL2-3, 1b-LVL1-1, 1b-LVL1-4, 1b-LVL2-1,1b-LV2 & 3-2, 1d-LV1-1,1d-LV2&3-1 | 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I | 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k) |

**II. Assessment Task Description/ Directions**

This assessment requires that you observe the physical, cognitive, language, social and emotional areas of development of a preschool-age child. The goal of your assessment is to demonstrate competencies related to connecting theory to children's unique growth patterns, understanding how external and individual characteristics influence growth and development, identifying the interrelationship between domains, and your ability to understand unique patterns of development and supportive practices.

Your assessment requires that you conduct an observation in a preschool classroom at a licensed early childhood program. Work with your course/clinical instructor for options on observation sites and observation duration.

**Part 1: Observation Pre-Reflection**

To provide you context prior to your visit, reflect on the following:

* Is the facility profit, non-profit, or school-based?
* Is the facility a national or regional center chain? Is it affiliated with a religious institution or other umbrella institution such as a hospital, business or higher ed campus?

**Technology Option:**

- Upload to a password protected website or a program, such as OneNote, for organization.

* What do you know about the community in which the center is located (e.g., demographics, population, socioeconomics, etc.)?
* What basics about the facility can you learn from their promotional materials (i.e., website, brochures, etc.)?

**Part 2: Description of Setting**

When you arrive in the preschool room for your field experience give the teacher a copy of this assignment sheet. Prepare to take careful notes on the following:

* A description of the setting, including:

•    Facility name and the classroom in which you are observing

•    Number of children present

**Technology Option:**

- Video/ audio/ or pictorial description

•    Number of staff present

•    Activities occurring during this field experience time period

•    Other relevant information (e.g., whether families were in the room, how children responded to strangers, etc.)

**Part 3: Completing a Narrative Behavioral Observation**

Choose a child to focus on during the remainder of your field experience observation. Then:

* Use a narrative behavioral observation strategy, such as a child development-focused running record, to take *accurate, concise, and objective* notes about that child’s appearance, interactions and behaviors. Try to be unobtrusive and not interfere in the class or child’s normal activities. For at least a portion of the time you are in the classroom, maneuver close enough to your target child so that you can see and hear him/ her clearly.
* While completing your narrative behavioral observation, be sure to capture descriptions of the child’s physical, cognitive, language, social and emotional areas of development

**Part 4: Reflection**

For this portion of this assessment, you will be analyzing the data you collected in your narrative behavioral observation tool through the lens of what you have learned about social, emotional, physical and cognitive development for this child’s developmental age. Your reflection needs to include each of the following:

**Technology Option:**

- Video or audio thought process of analyzing

* A summary of what you observed in terms of the child’s development and learning, using examples—as applicable. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations. Your summary should include each of the following:
	+ An overview of what you observed in each developmental area. In your descriptions, be sure to integrate theory as an infrastructure for your discussion of developmental areas.
	+ Specific examples of how your observational data complemented or deviated from developmental milestones
	+ Three specific examples, based on your observation, of how each area of development interrelates
* An overview of what you observed in each developmental area. In your description, be sure to integrate theory as an infrastructure for your discussion of developmental areas.
	+ Specific examples of how your observational data complemented or deviated from developmental milestones
	+ Three specific examples, based on your observation, of how each area of development interrelates
* A description of how contextual factors (such as race, ethnicity, language, ability, socioeconomics, religion, and society) influence healthy development and learning. Based on the child you assessed, specifically, what impact might cultural, familial, biological, and environmental influences have on his or her physical and mental health, well-being, and nutrition?
* A description of how protective factors within the environment could serve to alleviate stress and foster resiliency
* Recommendations for further assessment or screening (if needed) and a list of at least three additional resources for families and teachers in these identified areas. Include specific information, as applicable, related to multi-language acquisition.

**Remember that to truly be valid, conclusions like these would need to be based on numerous field experiences and in various settings. This assessment is purely an exercise in learning about development through observation.**

**III. Assessment Rubric**

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| **ECE Human Growth & Development Master Rubric** |
| **Competency** | **Competent** | **Unable to Assess** |
| **Checklist Criteria** |
| **HGD1**: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning**Possible Codes**: N = names, D = describes**NAEYC**: 1a, 1b, 1c (1a-LVL1-1-4, 1a-LVL2-1, 1b-LVL1-3, 1c-LVL2-2)**IPTS**: 1A, 1C, 1D, 1E, 2A**InTASC**: 2(h), 7(i) | **Physical** | **Cognitive** | **Social** | **Emotional** | **Verbal** | **Aesthetic** |  |
|  |  |  |  |  |  | developmental milestones |  |
|  |  |  |  |  |  | developmental theories |  |
|  |  |  |  |  |  | patterns of development |  |
|  |  |  |  |  |  | characteristics of delays/ disabilities |  |
|  |  |  |  |  |  | cultural impacts (including gender, family, race, ethnicity, language, ability, socioeconomics, religion, and society) |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **HGD2**: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills**NAEYC**: 1a (1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4)**IPTS**: 1C, 2A, 2H**InTASC**: 1(f), 2(i), 3(l), 7(i) | Describes interrelationship between developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skillsCurrent research and theory are integrated into description | Describes interrelationship between developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills | Describes developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills | Does not accurately describe developmental domains (physical/social/ emotional/cognitive/language/ aesthetic), holistic well-being (including health, nutrition, safety and environment), and adaptive/living skills |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **HGD3**: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning**NAEYC**: 1a, 1c (1a-LVL1-3; 1c-LVL1-1-3; 1c-LVL2-1)**IPTS**: 1C, 1D, 1E, 2E, 2H**InTASC**: 2(h, 2(i), 2(j), 2(m) | Describes how cultural and familial contexts and biological and environmental influences impact children’s well-being and learning. Description includes connections to researchIdentifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes. Description includes connections to research | Describes how cultural and familial contexts and biological and environmental influences impact children’s well-being and learningIdentifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes | Describes how cultural and familial contexts and biological and environmental influences impact children’s well-being and learning. Description lacks holistic consideration of influence and impactIdentifies the consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes. Description lacks holistic consideration of consequences of stress, trauma, and early experiences and the role of resilience | Does not accurately describe how cultural and familial contexts and biological and environmental influences impact children’s well-being and learningDoes not accurately identify consequences of stress, trauma, protective factors, and early experiences in understanding individual children’s development and the role of resilience in supporting positive development and learning outcomes |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **HGD4**: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition**NAEYC**: 1a, 1b, 1d (1a-LVL2-3; 1b-LVL1-1; 1b-LVL1-4; 1b-LVL2-1 & 2; 1d-LV1-1; 1d-LV2-1) **IPTS**: 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I**InTASC**: 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k) | Assesses development using knowledge of milestones, red flags, and current-research baseIdentifies when children may benefit from further evaluation and assessment Describes process of first and second language acquisitionConnects unique development patterns to appropriate resources | Assesses development using knowledge of milestones and red flagsIdentifies when children may benefit from further evaluation and assessmentDescribes process of first and second language acquisitionConnects unique development patterns to appropriate resources | Assesses development using knowledge of milestonesIdentifies when children may benefit from further evaluation and assessmentDescribes process of first language acquisitionConnects unique development patterns to appropriate resources | Assessment of development does not reflect knowledge of milestonesIncomplete identification of when children may benefit from further evaluation and assessment Limited description of language acquisition processKnowledge of community resources not demonstrated |  |

Yellow = Level 2 Orange = Level 4

**IV. Data Collection & Analysis Tool**

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| **Competency & Standards Alignment** | **Cumulative Assessment Data** |
| **Competency** | **NAEYC****Stand.****(Draft 2020)** | **NAEYC****Comp.****(Draft 2020)** | **IPTS (2013)** | **InTASC (2019)** | **Distinguished** | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| **ECE HGD1:** Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning | 1a, 1b, 1c | 1a-LVL1 1-4, 1a-LVL1-3-4, 1a-LVL2 1-2; 1b-LVL1-3; 1c-LVL2-2 | 1A, 1C, 1D, 1E, 2A | 2(h), 7(i) |  |  |  |  |  |
| **ECE HGD2**: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills | 1a | 1a-LVL2-1, 1a-LVL2-2, 1a-LVL2-4 | 1C, 2A, 2H | 1(f), 2(i), 3(l), 7(i) |  |  |  |  |  |
| **ECE HGD3**: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being and learning | 1a, 1c | 1a-LVL1-3, 1c-LVL1-1-3, 1c-LVL2-1 | 1C, 1D, 1E, 2E, 2H | 2(h, 2(i), 2(j), 2(m) |  |  |  |  |  |
| **HGD4**: Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition | 1a, 1b, 1d | 1a-LVL2-3, 1b-LVL1-1, 1b-LVL1-4, 1b-LVL2-1,1b-LV2 & 3-2, 1d-LV1-1,1d-LV2-1 | 1A, 1C, 1D, 1E, 1G, 1H, 1L, 2H, 7A, 7I | 1(b), 1(i), 2(h), 2(i), 2(o), 4(d), 6(k) |  |  |  |  |  |