

### **1. Description of the assessment and use in the program**

The Child Study is a semester-long project in which candidates study two children and prepare a developmental assessment portfolio for each child. Candidates interview specialists, document child progress, set goals, make recommendations in each developmental domain and present each child through a mock Family-Teacher conference with peers. Candidates complete this project in the Early Childhood Methods course utilizing the two field placement sites to study one child in each classroom. Our field placements are completed at the Child Development Center at Keene State College, a demonstration center for infants-older preschoolers, and at a local public elementary school in a K-3 classroom. We use this project to integrate our candidates' content knowledge including child development theory, family relationships, subject matter knowledge in mathematics, literacy, science, social studies, the arts and physical education and each child's learning and development in these subject areas. As of this writing, our state has not validated EC PRAXIS II, so we use this assessment to document candidates' attainment of content knowledge in early childhood education.

### **2. A description of how this assessment specifically aligns with the standards it is cited for in Section III**

This assessment focuses on the following four standards:

Standard 1: *Promoting Child Development and Learning* is evident due to candidates' research on the characteristics, needs, and multiple influences on development and learning of each child studied and their use of developmental knowledge to share goals and make recommendations for future activities.

Standard 2: *Building Family and Community Relationships* is evident in our candidates ability to research and write thorough reports on the family and community influences on each child's development, create developmental assessment portfolios, and understand the need to support families when they practice their role as teacher in the mock Family – Teacher conference.

Standard 3: *Observing, Documenting and Assessing to Support Young Children and Families* is evident in our candidates' ability to successfully create the narrative and portfolio, use informal observation strategies and tools to assess two distinct age ranges, use authentic documentation of each student, gather information from cooperating teachers and specialists, and complete the role play which models assessment partnerships with families and other professionals.

Standard 5: *Becoming a Professional* is evident in this assignment by our candidates' awareness of confidentiality, their reflection on developmentally appropriate practice in

relation to their recommendations for their two case study children, their growing knowledge of children over time, and their use of that information to be advocates in planning curriculum, determining needs, and involving families.

### **3. A brief analysis of the data findings.**

Our findings determine that 78% of our candidates meet or exceed the expectations of this assignment over the last three years. Candidates who need improvement have a basic knowledge of child development, understand the need for family involvement, but have not synthesized the information thoroughly enough to make age-appropriate recommendations that take into account the multiple influences on the child, family, and classroom. In addition, these candidates sometimes lack organizational ability and writing skills, which interfere with completion and presentation of the developmental portfolio. Candidates scoring below “meets expectations” are expected to utilize the KSC Writing Center for assistance with writing skills; in addition the course instructor meets with them to discuss their understanding of the child and to provide guidance as to the recommendations made in the report.

### **4. Interpretation of how data provides evidence that NAEYC standards have been met.**

Our findings demonstrate that we successfully meet Standards I and II, but need improvement in achieving success for Standards III and V. Our concern is with the 22% who need improvement for this assignment. A stronger grading rubric has been developed which will align NAEYC standards with the assignment expectations and will improve our candidates understanding of how to develop a comprehensive child study over the semester-long methods experience. In the past, the content on assessment has been taught later in the semester and some candidates overly rely on this information to construct this project. The instructor will now teach this content earlier in the semester and review it mid-semester as it relates to the child study project. Additionally, candidates in this course will now be required to purchase *Developmental Screening in Early Childhood, A Guide (5<sup>th</sup> edition)* by Samuel J. Meisels and Sally Atkins-Burnett-to support them with this project

### **5. Assessment Documentation**

#### **5a. Assessment instrument**

### **CHILD STUDY PROJECT Early Childhood Methods**

Purpose –Having a depth of understanding about the children with whom you are working is a critical component of your role as the teacher. The purpose of this assignment is to develop your observation and assessment skills and deepen your ability to analyze data and set goals for your students based on their needs and strengths.

For this Child Study you will choose two children to study over the semester and examine the range of development within each setting and across the domains in order to make recommendations for each child. You will record your observations over time, document and assess each child's development, collect work samples and make recommendations pertinent to each child's ability. Finally, you will prepare a written summary of each child to present at the end of the semester to the class.

The NAEYC standards addressed in this assignment are:

Standard 1: Promoting Child Development and Learning

Standard 2: Building Family and Community Relationships

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Standard 5: Becoming a Professional.

Preparation - After you have been in the classrooms for approximately one month, select one child in each classroom to observe. These children should intrigue you for some reason - perhaps she reminds you of yourself, perhaps he is hard to get to know, perhaps she has an intriguing personality, perhaps he is interested in something that fascinates you, too. Whatever the reason, you should want to get to know this child in depth.

Data collection – Each week you will include anecdotal records of these two children in your journal. Label this section "Child Study Notes" and keep it separate from the assigned journal topic. You must include at least one entry on each of the following areas of development: physical, cognitive, creative, language, social, emotional. You should include observations of each child in different settings, such as outdoors, during transitions, at meals/snack, during large group, small group, and individual activities, etc. Collect work samples (e.g. photographs, art work, writing, evidence of mathematical ability, etc.) as evidence of the child's abilities and learning. Record brief notes each day for use when you write your journal entry. Interview your child's teachers and other specialists in the setting and gather supporting materials such as completed homework or projects, formal assessments, parent-teacher conference reports, etc.

**Be sure to use initials to provide confidentiality for the people you are observing in any notes you take and in your journal.**

Summary - For each child, prepare a summary narrative that includes specific examples to support your conclusions about his/her development. You will (1) comment on each aspect of the child's development, (2) assess his/her progress in each area, and (3) share goals and make recommendations for future activities and experiences that will support that child's development. Refer to the DAP text (appropriate pages in Parts 3, 4, 5) for information on typical development. Discuss the two children you observed in relation to developmental norms and milestones. You may want to review your ESEC 150/250 texts for further information.

Final product – There are two components to the final product. First, you will present one of the children you have studied in a role play of a parent conference to your peers. You must come prepared with your written summary of the child's development, work

samples and your goals for that child, as you would present them to the parent(s). Second, you will submit all written work using a portfolio format and include the narrative, work samples and assessment, and recommendations for both children.

**Schedule:**

- Week of: Select child in each classroom to observe. Talk with your cooperating teachers to get feedback about your choices.
- Record observations in your journal, collect work samples, conduct evaluations, etc.
- Present one of your children in a role-play of a parent-teacher conference and submit all written work for both children.

**5b. Scoring Guide: Grading Sheet**

**EC Methods Grading Sheet  
Child Study Project**

Name \_\_\_\_\_

1. Comment on each aspect of the child's development \_\_\_\_\_ 20 pts  
(NAEYC Standard 1)

2. Assessment of each child in each developmental domain \_\_\_\_\_ 65 pts  
(NAEYC Standards 2 and 3)

- Share goals and make recommendations for future activities and experiences that will support each child's development
- Portfolio for each child (Includes narrative on development, work samples and assessment strategies).

3. Demonstrate evidence of research (DAP, 150 text) \_\_\_\_\_  
(NAEYC Standard 5)  
Writing mechanics  
Bibliography (APA format) \_\_\_\_\_ 5 pts

4. Presentation (one child) \_\_\_\_\_ 10 pts  
(NAEYC Standard 2)

- Written summary as you would present to parent(s)
- Presentation and role play with peers

Comments:

Grade:

Signed:

### 5b. Scoring Guide (continued): Rubric

	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 1.</b> <b>PROMOTING CHILD DEVELOPMENT AND LEARNING</b> <b>1a.</b> Knowing and understanding young children's characteristics and needs <b>1b.</b> Knowing and understanding the multiple influences on development and learning <b>1c.</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Characteristics and needs described for three out of six developmental domains. Limited reference to child development theory for each child (two age ranges). Influences on development listed; limited evidence of understanding of multiple influences on development. Goals and activities show limited alignment with developmental characteristics and needs of the child. Limited reference to family in recommendations.	Characteristics and needs described in each of 6 specified developmental domains. Some application of child development theory for each child (two age ranges). Analysis of 2-3 influences on development and learning included. Goals and activities are aligned, consistent with characteristics and needs of each child in all developmental domains. Some evidence of family in recommendations.	Characteristics and needs clearly described, with supporting examples in each of 6 specified developmental domains. Strong evidence of application of child development theory for each child (two age ranges). Detailed analysis of 3-4 influences on development and learning included. Goals and activities are aligned, consistent with characteristics and needs of each child in all developmental domains. Clear evidence of family school partnership in recommendations.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 2.</b> <b>BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</b> <b>2a.</b> Knowing about and understanding family and community characteristics <b>2b.</b> Supporting and	Narrative includes most components; presentation presents teacher perspective with limited reference to family perspective; one-sided presentation on child's	Narrative includes all components; presentation includes family perspective, shares sensitively concerns and celebrates child's successes. Work samples and photo documentation	Narrative complete and thorough; presentation includes family perspective, shares sensitively concerns and celebrates child's successes, family centered practices evident. Work

empowering families and communities through respectful, reciprocal relationships <b>2c.</b> Involving families and communities in their children's development and learning	development. Work samples and photo documentation do not represent and describe each developmental domain.	included for each developmental domain, each document is described.	samples and photo documentation included for each developmental domain, each document is described and analyzed.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</b> <b>3a.</b> Understanding the goals, benefits, and uses of assessment <b>3b.</b> Knowing about and using observation, documentation and other appropriate assessment tools and approaches <b>3c.</b> Understanding and practicing responsible assessment <b>3d.</b> Knowing about assessment partnerships with families and other professionals	Assessment for each child includes each developmental domain through use of observations. Observation notes represent some of the developmental domains and are collected over a short period of time. Limited use of other age appropriate assessment strategies. Information from interviews not included. Goals and recommendations not clearly based on assessment information.	Assessment for each child includes each developmental domain and uses varied strategies such as work samples, observations, LEP assessments. Assessment strategies are described and age appropriate. Observation notes include at least one entry on each developmental domain; observations from diverse settings are included. Photos and work samples are described. Interviews with cooperating teachers included. Goals and recommendations are based on assessment information.	Assessment for each child includes each developmental domain and uses varied strategies such as work samples, observations, LEP assessments, standardized testing, children's records, and interviews with teachers and specialists. Assessment strategies are thoroughly described and age appropriate. Observation notes include more than one entry on each developmental domain; observations from diverse settings and times of day are included, Photos and work samples are purposeful, clearly described and analyzed. Interviews with cooperating teachers, specialists and center/school

			personnel included. Goals and recommendations are based on a range of assessment information.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 5. BECOMING A PROFESSIONAL</b> <b>5a.</b> Identifying and involving oneself with the early childhood field <b>5b.</b> Knowing about and upholding ethical standards and other professional guidelines <b>5c.</b> Engaging in continuous, collaborative learning to inform practice <b>5d.</b> Integrating knowledgeable, reflective, and critical perspectives on early education <b>5e.</b> Engaging in informed advocacy for children and the profession	Unprepared for role play. Assessment research incomplete. Goals and recommendations not clearly based on assessment information. Final reflection does not take into account peer feedback.	Prepared for role play. Assessment research and discussion complete. Goals and recommendations are based on assessment. Final reflection incorporates areas of weakness and positive comments from peer feedback.	Thoroughly prepared for role play. Assessment research complete; includes discussion and analysis of assessment strategies. Final reflection incorporates areas of weakness and positive comments from peer feedback and indicates an understanding of the need for future family contact.

### 5c. Data Table

**Data Table: Child Study Project**

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>2003 - 2004</b> <b>(9)</b>		<b>1</b> <b>(11%)</b>	<b>7</b> <b>(78%)</b>	<b>1</b> <b>(11%)</b>
<b>2004-2005</b> <b>(13)</b>		<b>4</b> <b>(31%)</b>	<b>2</b> <b>(15%)</b>	<b>7</b> <b>(54%)</b>
<b>2005-2006</b> <b>(14)</b>		<b>3</b> <b>(21.5%)</b>	<b>8</b> <b>(57%)</b>	<b>3</b> <b>(21.5%)</b>
<b>Total</b> <b>(N=36)</b>		<b>8</b> <b>(22%)</b>	<b>17</b> <b>(48%)</b>	<b>11</b> <b>(30%)</b>

NB: We recognize that this data is global; in the future we will collect data by standard.

### 5c. Addendum: Data Table for PRAXIS II Elementary Ed results – see note below

**Data Table: PRAXIS II Results**

	Unacceptable (not passing)	Meets Expectations (passing)
<b>2004-2005</b> <b>(N=6)</b>	<b>2</b> <b>(33%)</b>	<b>4</b> <b>(67%)</b>
<b>2005-2006</b>	<b>Not yet received</b>	<b>Not yet received</b>
<b>Total</b> <b>(N=6)</b>	<b>2</b> <b>(33%)</b>	<b>4</b> <b>(67%)</b>

**Please note: This PRAXIS II data reported is from an Elementary Education test, not from an Early Childhood test. The State of New Hampshire has not yet validated an Early Childhood test. Thus Early Childhood candidates taking PRAXIS II in our state (not required for licensure) in order to meet Highly Qualified Status take the ELED test. While we wish a higher percentage had passed the test, we also recognize that the test is not designed for early childhood educators. The small number of students taking the test so far also makes analysis not possible; as we learn more about the test and test results we expect to discuss this situation. There is also a state-wide task force being formed to evaluate appropriate testing for Early Childhood students; one of the authors of this report has indicated an interest in joining the task force but has not yet been invited.**