**Child Observation and Assessment**

**Competencies**

Courses from the EarlyEdU Alliance are built around a set of course objectives. Objectives describe what students should know and be able to do as a result of participating in the course. Course objectives are aligned with NAEYC Professional Standards and Elements. Most states have their own professional competencies or standards. In this chart, we show how the course objectives align with one state’s (Washington) competencies, both the related competencies and more specific competencies.

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| **Course Objective** | **Related Competency** | **Specific Competency** | **NAEYC Standard** |
| 1. Participants will describe the ways in which ongoing child observation and assessment are critical for guiding teaching so that children develop and learn. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.A Demonstrates understanding of how to use developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning. | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.  **3a:** Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children  **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.  **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities. |
| 1. Participants will describe the various purposes for which assessment is conducted. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.B Demonstrates understanding of progress monitoring, informal and formal assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences. | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.  **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection. |
| 1. Participants will demonstrate the appropriate selection and use of ongoing child observation and assessment strategies to critically guide teaching and facilitate children’s development and learning. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.A Demonstrates understanding of how to use developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning.  3.B Demonstrates understanding of progress monitoring, informal and formal assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences. | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. |
| 1. Participants will demonstrate cooperative work with families and colleagues as they gather observation and assessment information and explain the purpose, process and results of assessment to families. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.A Demonstrates understanding of how to use developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning.  3.E Demonstrates understanding of how to involve families in the assessment process and communicate assessment information with families. | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.  **3d:** Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.  **STANDARD 6. BECOMING A PROFESSIONAL**  Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.  **6c:** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.  **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**  Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). |
| **6.0 Building family and community relationships and partnerships.**The candidate knows and understands the importance of relationships with family and community and is able to create and maintain those relationships to support children’s learning and development. | 6.D Demonstrates understanding of strategies for partnering effectively with families to inform and enhance support for children’s learning by listening to, observing, and learning from family members, including conferencing, consulting, and home visits. |
| **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.I Demonstrates understanding of how to collaboratively work with the student/family support team to assess children’s progress, design and implement the intervention, and report results. |
| 1. Participants will modify and use observation and assessment with children with special needs. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.B Demonstrates understanding of progress monitoring, informal and formal assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences.  3.D Demonstrates understanding of how to engage children in developmentally appropriate self-assessment and goal setting. | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.  **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**  Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.  **4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches  **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**  Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). |
| **5.0 Meaningful and integrated curriculum and instruction.**The candidate designs and implements developmentally appropriate learning experiences that integrate within and across the discipline, and uses effective instructional strategies. | 5.I Uses a variety of approaches to differentiate instruction and support the development of learning in individual children. |
| 1. Participants will select and conduct observation and assessment that is developmentally, linguistically, and culturally appropriate for the population served. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.A Demonstrates understanding of how to use developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning. | **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.  **2a:** Knowing about and understanding diverse family and community characteristics  **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships  **2c**: Involving families and communities in young children’s development and learning |
| **4.0 Equity fairness diversity and cultural competence.**The candidate understands how children and families differ in their perspectives and approaches to learning and creates access and opportunities that are culturally responsive for children from birth through grade three. | 4.C Creates positive, equitable learning environments and experiences that reflect and respect culturally and linguistically diverse children and support home language preservation. |
| 1. Participants will seek information about the technical adequacy of commercially available assessments and the meaning of assessment scores. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.C Demonstrates understanding of how to evaluate and use standardized assessment tools, and integrate standardized data with other assessment data. | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.  **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection. |