

CHILD OBSERVATION CASE STUDY GUIDELINES

For this assignment, you will be asked to use your knowledge of child development and learning, developmentally appropriate practice, observation, documentation and assessment, and strategies for effectively communicating with families in order to create a learning environment that is supportive and challenging for ALL children.

This Child Observation Case Study will be based off National Association for the Education of Young Children (NAEYC) Standards including:

Standard 1 (Child Development and Learning) - Beginning Early Childhood teachers are able to use their (1a) understanding of young children's characteristics and needs, (1b) and of multiple interacting influences on children's development and learning, (1c) to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2 (Family and Community) - (2a) Beginning Early Childhood teachers know about, understand, and value the importance and complex characteristics of children's families and communities. (2b) They use this understanding to create respectful, reciprocal relationships that support and empower families, and (2c) to involve all families in their children's development and learning.

Standard 3 (Assessment) - (3a) Early Childhood teachers know about and understand the goals, benefits, and uses of assessment. (3b, 3c) They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, (3d) in partnership with families and other professionals, to support children's development and learning.

In order to complete this assignment, you will:

- In consultation with your Cooperating Teacher, select a child in the class who has special needs (e.g. has an identified developmental delay or disability, is an English Language Learner, is gifted, has significant challenging behaviors, etc.);
- With support from your Cooperating Teacher, establish a relationship with the child's family and learn about the family unit as a whole (e.g. family composition, goals for child and family, strengths for child and family, language, culture, access to formal and informal supports, etc.). Your aim is to learn about the family's priorities and goals for their child and how they believe their child's school and teacher can help with those goals. **You will develop a list of 8-10 question to ask the family;**
- Select a minimum of **four** approaches (i.e., assessment strategies or tools) supported by standards, best practices, and research-based knowledge to construct a developmental profile of the child taking into account their physical, social/emotional, cognitive, self-help and language developmental domains. **Consider using both formal and informal strategies for collecting data on the child. One strategy MUST be gathering information directly from the family;**

- Using the information gained from interaction(s) with the child's family and your developmental profile, describe **three** significant actions you would take to support the child's current level of development while challenging the child to gain new skills or competencies. **You must take into account the family's goals and priorities as well as the child's strengths and interests, while respecting the child's culture and individuality.**

Child Observation Case Study Report Guidelines

Your final Child Observation Child Case Study Report must respond directly to each of the following sections and questions: (**Please note that you can include additional information about the child and family, but you **MUST**, at a minimum, respond to the following prompts.)

Section One: Provide a brief context for the child you are studying and your classroom setting (NAEYC Standard 1)

1. Why did you and your Cooperating Teacher select this child for your case study?

Be sure to provide a basic context for selecting this child including the child's unique characteristics, needs, and current level of development. What type of support services is the child receiving, if any? What did you learn from your Cooperating Teacher about how she supports the child's growth and development within her classroom? You must also describe the classroom setting including classroom composition, what you noticed regarding your Cooperating Teacher's interaction with your target child as well as their peers, and how your target child responds to these interactions. **(NAEYC Standard 1a, 1b)**

Section Two: Involve the Child's Family (NAEYC Standard 2)

2. How did you establish a relationship with the child's family?

Describe how you initiated a relationship with the family. What approaches did you take to better understand the child's family, their community, values and culture? If your initial approaches were not successful, discuss how you modified your efforts to involve the family in meeting their child's needs. **(NAEYC Standard 2a, 2b)**

3. What did you learn about the child's family and community and how did you learn it?

Discuss what you learned about the family and community factors that might impact the child's development and learning? What did you learn from the family? What did you learn from other sources (e.g., teachers, support staff, peers, etc.)? **Make sure you attach the list of questions you developed as well as your notes to your final report. (NAEYC Standard 2a, 2b)**

4. What insights into the child's developmental and learning needs did you gain from your relationship with the child's family?

What are the immediate and long-term developmental goals the family has for the child? How satisfied is the family with the services their child is receiving at school? How do they describe their involvement with the school in regards to ensuring that the goals they have for their child are being met? **(NAEYC Standard 2c)**

Section Three: Identify the Child's Developmental Needs (*NAEYC Standard 3*)

5. *What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child's development and learning needs?*

In your response to this question, make sure that you clearly describe the approach that you took to learn more about the child, explain why you selected each approach (either formal or informal) that you used, and why you elected not to use other tools or approaches. (*NAEYC Standard 3a, 3b*)

6. *What did you learn about the child's developmental and learning needs?*

Based on your use of informal and/or formal observation, documentation, and assessment approaches, describe the child's development related to each of these five domains: physical, social/emotional, cognitive, self-help, and language development. (*NAEYC Standard 3b*)

Section Four: Make a Plan for Action (*NAEYC Standards 1, 2, and 3*)

7. *What are **three** immediate developmental goals that make sense for this child?*

Based on your study of the child and your relationship with the child's family, identify and present a rationale for **three** of the child's most immediate developmental needs that can be supported in the early childhood program setting. (*NAEYC Standard 1a, 2c, 3b, 3d*)

8. *What actions would you take to begin promoting positive development while challenging the child to gain new competencies in each of the **three** areas that you identified?*

Describe immediate **and** long-term actions you would take to help the child meet each of the **three** goals you selected. In your response to this question, make sure that you explain what standards, best-practices, and developmental research and principles you are using as a basis for your actions. (*NAEYC Standard 1b, 1c, 2c, 3d*)

Section Five: Writing Mechanics

Writing mechanics (e.g., spelling, grammar, punctuation, etc.) are important components of professional behavior and will be considered in the grading of assignments.

- **This assignment must be typed or word-processed and must be double-spaced with 1 inch margins and 12 point font.** Be sure to proofread your paper before turning it in.
- Use **APA style** for citations and references.
- For assistance with APA style, please refer to:
 - American Psychological Association (APA) <http://www.apastyle.org/>
 - Purdue Owl <https://owl.english.purdue.edu/owl/resource/560/01/>

Section Six: Supplemental Materials

You **MUST** attach any/all notes, list of questions posed to the family, drawings, informal and/or formal assessments (i.e., checklists, rating scales, screenings, assessments, etc.) that you completed over the course of the semester if they pertain to your target child.

CHILD OBSERVATION CASE STUDY RUBRIC

This assignment is worth 100 points total. (Spring 2018 N = 4)

I only have broken down scores for 1 student and total scores for the other 3 which were 68, 93, and 95. I wasn't using Canvas appropriately at that time to have the individual scores on the rubric.

	Does Not Meet Expectations (0-3 points)	Meets Expectations (4-7 points)	Exceeds Expectations (8-10 points)
<p>Section 1: Provide a brief context for the child you are studying and your classroom setting.</p> <p>1) Why did you and your Cooperating Teacher select this child for your case study?</p>	<p>Candidate provides <i>minimal</i> information regarding target child and the classroom environment and does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding target child and the classroom environment. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe target child's characteristics and needs as well as the classroom environment. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>X = 1</p>
<p>Section 2: Involve the child's family.</p> <p>2) How did you establish a relationship with the child's family?</p>	<p>Candidate provides <i>minimal</i> information regarding how they established a relationship with the child's family. Provides <i>no</i> insight into how modifications were made, if necessary. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding how they established a relationship with the child's family. Provides <i>some</i> insight into how modifications were made, if necessary. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe how they established a relationship with the child's family. Candidate provides <i>specific</i> details for how she made modifications, if necessary. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>X = 1</p>
<p>3) What did you learn about the child's family and community and how did you learn it?</p>	<p>Candidate provides <i>minimal</i> information regarding what she learned about the child's family and community and how she learned this information. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding what she learned about the child's family and community. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe what she learned about the child's family and community. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>X = 1</p>

<p>4) What insights into the child's developmental and learning needs did you gain from your relationship with the child's family?</p>	<p>Candidate provides <i>minimal</i> information regarding what she learned from the family about long-term developmental goals, satisfaction with their child's services, and their involvement with the school. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding what she learned from the family about long-term developmental goals, satisfaction with their child's services, and their involvement with the school. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe what she learned from the family about long-term developmental goals, satisfaction with their child's services, and their involvement with the school. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>X = 1</p>
<p>Section 3: Identify the child's developmental needs.</p> <p>5) What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child's development and learning needs?</p>	<p>Candidate provides <i>minimal</i> information regarding the specific formal and/or informal approaches she used to learn more about the child and/or does not use four (4) separate approaches. Candidate provides <i>no</i> rationale as to why she chose those specific approaches. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p> <p>X = 1</p>	<p>Candidate provides <i>general</i> information regarding the specific formal and/or informal approaches she used to learn more about the child and/or does not use four (4) separate approaches. Candidate provides <i>some</i> rationale as to why she chose those specific approaches. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe the specific formal and/or informal approaches she used to learn more about the child. Candidate uses four (4) separate approaches. Candidate provides <i>detailed</i> rationale as to why she chose those specific approaches. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p>
<p>6) What did you learn about the child's developmental and learning needs?</p>	<p>Candidate provides <i>minimal</i> information regarding what she learned about the child's overall development based on the formal and/or informal approaches she used. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding what she learned about the child's overall development based on the formal and/or informal approaches she used. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p> <p>X = 1</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe what she learned about the child's overall development based on the formal and/or informal approaches she used. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p>

<p>Section 4: Make a plan for action.</p> <p>7) What are three immediate developmental goals that make sense for this child?</p>	<p>Candidate provides <i>minimal</i> information for <i>fewer than three</i> developmental goals that could be supported by the early childhood program. The information that is provided is <i>not specifically linked</i> to information gathered from the family and the formal/informal approaches the candidate used within the classroom setting. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information for <i>three</i> developmental goals that could be supported by the early childhood program. The information that is provided is <i>somewhat</i> linked to information gathered from the family and the formal/informal approaches the candidate used within the classroom setting. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> for <i>three</i> developmental goals that could be supported by the early childhood program. The information that is provided is <i>specifically</i> linked to information gathered from the family and the formal/informal approaches the candidate used within the classroom setting. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>X = 1</p>
<p>8) What actions would you take to begin promoting positive development while challenging the child to gain new competencies in each of the three areas that you identified?</p>	<p>Candidate provides <i>minimal</i> details for how she would take immediate and long-term actions in order to support the child with meeting the <i>three</i> identified goals. Candidate does <i>not</i> connect these actions with standards, best-practices, or developmental research and principles. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> details for how she would take immediate and long-term actions in order to support the child with meeting the <i>three</i> identified goals. Candidate makes <i>some</i> connections between these actions and standards, best-practices, or developmental research and principles. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p> <p>X = 1</p>	<p>Candidate provides <i>rich, detailed examples</i> for how she would take immediate and long-term actions in order to support the child with meeting the <i>three</i> identified goals. Candidate makes <i>clear</i> connections between these actions and standards, best-practices, or developmental research and principles. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p>
<p>Section 5: Writing Mechanics</p>	<p>Candidate does not follow expectations as outlined in the guidelines. <i>More than 10</i> spelling, grammar, punctuation, etc. errors are present.</p>	<p>Candidate follows some expectations as outlined in the guidelines. <i>Between 5-10</i> spelling, grammar, punctuation, etc. errors are present.</p> <p>X = 1</p>	<p>Candidate follows all expectations as outlined in the guidelines. <i>Fewer than 5</i> spelling, grammar, punctuation, etc. errors are present.</p>
<p>Section 6: Supplemental Materials</p>	<p>Candidate <i>does not submit</i> any supplemental materials as outlined in the guidelines.</p>	<p>Candidate submits <i>some</i> of the supplemental materials as outlined in the guidelines.</p>	<p>Candidate submits <i>all</i> of the supplemental materials as outlined in the guidelines.</p> <p>X = 1</p>

CHILD OBSERVATION CASE STUDY RUBRIC
This assignment is worth 100 points total. (Fall 2018 N = 6)

	Does Not Meet Expectations (0-3 points)	Meets Expectations (4-7 points)	Exceeds Expectations (8-10 points)
<p>Section 1: Provide a brief context for the child you are studying and your classroom setting.</p> <p>9) Why did you and your Cooperating Teacher select this child for your case study?</p>	<p>Candidate provides <i>minimal</i> information regarding target child and the classroom environment and does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding target child and the classroom environment. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe target child's characteristics and needs as well as the classroom environment. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p style="text-align: center;">XXXXXXX = 6</p>
<p>Section 2: Involve the child's family.</p> <p>10) How did you establish a relationship with the child's family?</p>	<p>Candidate provides <i>minimal</i> information regarding how they established a relationship with the child's family. Provides <i>no</i> insight into how modifications were made, if necessary. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding how they established a relationship with the child's family. Provides <i>some</i> insight into how modifications were made, if necessary. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe how they established a relationship with the child's family. Candidate provides <i>specific</i> details for how she made modifications, if necessary. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p style="text-align: center;">XXXXXXX = 6</p>
<p>11) What did you learn about the child's family and community and how did you learn it?</p>	<p>Candidate provides <i>minimal</i> information regarding what she learned about the child's family and community and how she learned this information. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding what she learned about the child's family and community. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe what she learned about the child's family and community. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p style="text-align: center;">XXXXXXX = 6</p>

<p>12) What insights into the child's developmental and learning needs did you gain from your relationship with the child's family?</p>	<p>Candidate provides <i>minimal</i> information regarding what she learned from the family about long-term developmental goals, satisfaction with their child's services, and their involvement with the school. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding what she learned from the family about long-term developmental goals, satisfaction with their child's services, and their involvement with the school. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe what she learned from the family about long-term developmental goals, satisfaction with their child's services, and their involvement with the school. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>XXXXXX = 6</p>
<p>Section 3: Identify the child's developmental needs.</p> <p>13) What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child's development and learning needs?</p>	<p>Candidate provides <i>minimal</i> information regarding the specific formal and/or informal approaches she used to learn more about the child and/or does not use four (4) separate approaches. Candidate provides <i>no</i> rationale as to why she chose those specific approaches. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding the specific formal and/or informal approaches she used to learn more about the child and/or does not use four (4) separate approaches. Candidate provides <i>some</i> rationale as to why she chose those specific approaches. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p> <p>XX = 2</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe the specific formal and/or informal approaches she used to learn more about the child. Candidate uses four (4) separate approaches. Candidate provides <i>detailed</i> rationale as to why she chose those specific approaches. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>XXXX = 4</p>
<p>14) What did you learn about the child's developmental and learning needs?</p>	<p>Candidate provides <i>minimal</i> information regarding what she learned about the child's overall development based on the formal and/or informal approaches she used. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information regarding what she learned about the child's overall development based on the formal and/or informal approaches she used. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p> <p>X = 1</p>	<p>Candidate provides <i>rich, detailed examples</i> to describe what she learned about the child's overall development based on the formal and/or informal approaches she used. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>XXXXX = 5</p>

<p>Section 4: Make a plan for action.</p> <p>15) What are three immediate developmental goals that make sense for this child?</p>	<p>Candidate provides <i>minimal</i> information for <i>fewer than three</i> developmental goals that could be supported by the early childhood program. The information that is provided is <i>not specifically linked</i> to information gathered from the family and the formal/informal approaches the candidate used within the classroom setting. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p>	<p>Candidate provides <i>general</i> information for <i>three</i> developmental goals that could be supported by the early childhood program. The information that is provided is <i>somewhat</i> linked to information gathered from the family and the formal/informal approaches the candidate used within the classroom setting. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p> <p>X = 1</p>	<p>Candidate provides <i>rich, detailed examples</i> for <i>three</i> developmental goals that could be supported by the early childhood program. The information that is provided is <i>specifically</i> linked to information gathered from the family and the formal/informal approaches the candidate used within the classroom setting. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>XXXXX = 5</p>
<p>16) What actions would you take to begin promoting positive development while challenging the child to gain new competencies in each of the three areas that you identified?</p>	<p>Candidate provides <i>minimal</i> details for how she would take immediate and long-term actions in order to support the child with meeting the <i>three</i> identified goals. Candidate does <i>not</i> connect these actions with standards, best-practices, or developmental research and principles. Candidate does <i>not</i> respond <i>specifically</i> to each prompt.</p> <p>XX = 2</p>	<p>Candidate provides <i>general</i> details for how she would take immediate and long-term actions in order to support the child with meeting the <i>three</i> identified goals. Candidate makes <i>some</i> connections between these actions and standards, best-practices, or developmental research and principles. Candidate responds to <i>all</i> of the prompts with <i>some</i> detail.</p> <p>X = 1</p>	<p>Candidate provides <i>rich, detailed examples</i> for how she would take immediate and long-term actions in order to support the child with meeting the <i>three</i> identified goals. Candidate makes <i>clear</i> connections between these actions and standards, best-practices, or developmental research and principles. Candidate responds to <i>all</i> prompts in a <i>detailed</i> manner.</p> <p>XXX = 3</p>
<p>Section 5: Writing Mechanics</p>	<p>Candidate does not follow expectations as outlined in the guidelines. <i>More than 10</i> spelling, grammar, punctuation, etc. errors are present.</p>	<p>Candidate follows some expectations as outlined in the guidelines. <i>Between 5-10</i> spelling, grammar, punctuation, etc. errors are present.</p> <p>XX = 2</p>	<p>Candidate follows all expectations as outlined in the guidelines. <i>Fewer than 5</i> spelling, grammar, punctuation, etc. errors are present.</p> <p>XXXX = 4</p>
<p>Section 6: Supplemental Materials</p>	<p>Candidate <i>does not submit</i> any supplemental materials as outlined in the guidelines.</p>	<p>Candidate submits <i>some</i> of the supplemental materials as outlined in the guidelines.</p>	<p>Candidate submits <i>all</i> of the supplemental materials as outlined in the guidelines.</p> <p>XXXXXX = 6</p>