

Lindgren Child Care Center Assessment Plan

Purpose

Child assessment is a vital and necessary component of all high-quality early childhood programs. Assessment is important to understand and support young children's development. Each classroom completes screenings and assessments that encompass all areas of development; sensory, language, cognitive, gross-motor, fine-motor, and social-emotional. It is also essential to document and evaluate how effectively programs are meeting young children's educational needs, and to inform on program improvement.

Child Development

Children do not just grow in size. They develop, evolve, and mature, mastering ever more complex understandings of the people, objects, and challenges in their environment. There is a general pattern or sequence for development that is true of most children. However, the rate, character, and quality of development vary from child to child. Culture influences development in different ways, and the goals for children differ from culture to culture.

Quality assessment looks at not only to what is happening within the child, but also to the care that child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for interaction and stimulation, affection, security, and learning through exploration and discovery.

Procedure

All screenings, checklists, and assessments will be completed by the lead teacher in the assigned classroom. Any assistance in this procedure will be completed by staff persons under the direct supervision of the lead teacher.

- Developmental screenings are completed within the first month of a child's enrollment in the Lindgren Child Care Center. This information is then discussed with parents during a formal parent/teacher conference after the screening is completed.
- Screenings are completed as an individually administered test and as checklist based on parent report. Developmental assessments are completed throughout the day and year using naturalistic observation of the children's interactions and behavior. Both group and individual observations will be used to compile documentation. All screenings and assessments are completed within the Lindgren Child Care Center complex.

- Various methods of information gathering are used to document developmental growth of children. These methods include but are not limited to work sampling, checklists, observation and rating scales.
- Developmental assessments are ongoing (year round) with results discussed with the parent throughout the semester, both daily along with two scheduled parent/teacher conferences, one each fall and spring semester.
- On a daily basis the lead teachers discuss with parents developmental milestones reached, developmental progress, and developmental concerns. We encourage families to use this opportunity (in addition to scheduled conferences) to raise questions or concerns about how the assessment methods will meet their child's needs. If additional concerns are raised, we then encourage families to follow the LCCC Grievance Policy/Procedure found in the Parent Handbook.
- One of two environmental rating scales, ECERS-R in the preschool room and ITERS-R in the infant and toddler room, are completed periodically to assess environments. The information compiled by completing these rating scales will be used to determine future improvements center wide.
- The lead teachers in conjunction with the administrative team will annually evaluate the current screening and assessment tools. Outside professionals and parent involvement is sought to inform this evaluation.

Results

The information gained during all screenings and assessments will be used to develop curriculum, parent education, and evidence for referral.

- The lead teachers will use the information gathered during the assessment process, identifying children's interests and needs, within their curriculum planning to best meet the needs of all children enrolled.
- During scheduled conferences lead staff and families develop learning goals for children. These goals are used to plan learning activities for children based on assessment of individual needs and interests. This is completed both during scheduled conferences and throughout the school year as needed.
- Both formally and informally the lead teachers will disseminate written screening and assessment information gathered for parents. This process will empower the parents as they will feel informed and more knowledgeable about their child's developmental progress.
- In the event of a potential developmental delay the lead teachers will use the information gathered as evidence for referral for future diagnostic screenings and assessment. Depending on the type of atypical development various external agencies may be involved in diagnostic screenings and assessment.

Confidentiality

- All information obtained regarding any center family/child(ren) is considered confidential.
- Information obtained and collected by our program will be shared with other staff on a "need to know" basis. The lead teachers may use the information during in-service trainings to identify children's interests and needs.
- Practicum students and volunteers are not to be included in discussions of children and families, except for information which is relevant in order for them to complete their objectives.
- While the lead teacher may require assistance from the program staff to compile documentation for assessment, only the lead teacher and designated graduate assistants/ assistant teachers will have access to the complete assessment materials.
- All confidential materials will remain in a lockable filing cabinet in the office.
- All parents/guardians may gain access to their child's information by either asking the lead teacher, associate director, or director.
- All information compiled during screenings and assessment will be used to promote the healthy developmental growth of the child. The lead staff along with the participation of parents will review the completed information and together make goals for the child or a referral in cases of developmental delay.
- No information can be shared with an outside agency without written consent from the legal guardian. The decision to share information will be made by administrative staff (lead teachers, director).
- On request, the Regulatory authorities (Minnesota Department of Human Services) of the Lindgren Child Care Center will have access to our confidential materials.

Language

It is important to the Lindgren Child Care Center that all families are given the opportunity to fully understand, interpret, and become involved with their child's assessment and goals. The Lindgren Child Care Center will provide an interpreter for any family that needs and makes a request.

Training

Each lead teacher having a degree in early education has formal training in assessment delivery and interpretation. In addition the lead teachers have had formal training before using the specific screenings and assessments they employ within their assigned classrooms.

- Student staff are given opportunities to assist the lead teacher with documentation of assessment criteria only after they are trained on naturalistic observation procedures.

Links to Screening and Assessment

The below links can be used to obtain more information on the specific screenings& assessments used by the classroom teachers:

Infant, Toddler, and Preschool Room Assessment Tool

- Teaching Strategies Gold
 - <https://teachingstrategies.com/our-approach/research/>

Infant, Toddler, and Preschool Room Screening Tool

- Brigance Early Childhood Screen II
 - <https://www2.curriculumassociates.com/products/research.aspx>

Environment

- Early Childhood Environment Rating Scale: <https://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r>
- Infant Toddler Environment Rating Scale <https://ers.fpg.unc.edu/infanttoddler-environment-rating-scale-iters-r>