

**CORE COMPETENCY SKILL AREA:
OBSERVATION, DOCUMENTATION AND ASSESSMENT**

**Self-Assessment
Nebraska Core Competencies for Early Childhood Professionals
Skill Area: Observation, Documentation and Assessment**

Scale for Evaluating Skill

0= Never/Rarely uses this skill

1=Occasionally uses this skill

2=Regularly uses this skill

| Skill Area: Observation, Documentation and Assessment | 0 | 1 | 2 |
|--|----------|----------|----------|
| Level 1 | | | |
| 1.1 Recognizes and identifies behaviors in children which indicate physical, social-emotional (affective), language, and cognitive (mental/intellectual) growth and development. | | | |
| 1.2 Acknowledge that children develop at their own rate. | | | |
| 1.3 Assists with collection of information about each child's development. | | | |
| 1.4 Maintains confidentiality among the program staff and the child's family, regarding each child's observation and assessment. | | | |
| 1.5 Uses photos to make children visible in their space. | | | |
| 1.6 Displays children's artwork or other creations in their space. | | | |
| 1.7 Is aware of signs of emotional distress, child abuse and neglect, and complies with mandatory reporting procedures for child abuse and neglect. | | | |
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| Level 2 | | | |
| 2.1 Is aware of the <i>Nebraska Early Learning Guidelines for Ages Birth to 3 and Ages 3 to 5</i> and understand that children's learning needs to be observed related to all domains. | | | |
| 2.2 Contributes to assessment on individual children under the guidance and direction of a supervising teacher/director, if applicable. | | | |
| 2.3 Records anecdotal observations on children. | | | |
| 2.4 Assist in reporting assessment results to families. | | | |
| 2.5 Displays photos of children engaged in current or recent classroom experiences, coupled with examples of their artwork or other creations. | | | |
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| Assessment | | | |
| 2.6 Gathers examples of children’s work and records observational notes to share with families. | | | |
| 2.7 Seeks guidance and support from other professionals as needed (i.e. suspected developmental delay, assistance for behavioral problems and/or atypical behavior). | | | |
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| Level 3 | | | |
| 3.1 Identifies various ways to get to know each child as an individual, including strengths, needs, interests, family, and life situation. | | | |
| 3.2 Collects and organizes information about each child, on a regular basis, such as collecting samples of the child’s work, recording anecdotal notes, and keeping accurate records. | | | |
| 3.3 Follows appropriate procedures of child observation and documentation, engaging families as partners in observational assessment. | | | |
| 3.4 Plans for and communicates observations to families. | | | |
| 3.5 Documents a learning experience that includes children’s words along with photos and an explanation of what happened. | | | |
| 3.6 Shares detailed notes with families about the children’s day and their learning moments. | | | |
| 3.7 Recognizes environmental factors which may place children at risk. | | | |
| 3.8 Respects educational requirements needed for various assessment instruments, and uses only those instruments appropriate for education and skill level. | | | |
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| Level 4 | | | |
| 4.1 Continually observes children, analyzes and evaluates observations, and applies this knowledge to practice. | | | |
| 4.2 Adapts curriculum and environment (on the basis of observational findings) to a range of development and skills among children in the early childhood education setting. | | | |

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| 4.3 Applies basic elements of child development knowledge (based on theory and research) to observation methods and processes. (This includes knowledge of <i>Nebraska Early Learning Guidelines</i>). | | | |
| 4.4 Selects appropriate observation and assessment methods for the individual child and situation. | | | |
| 4.5 Works collaboratively with Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) team members in gathering information. | | | |
| 4.6 Guides and assists teachers and care givers with documentation training and experiences in conducting observation and assessment methods. | | | |
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| Level 5 | | | |
| 5.1 Refines or adapts instructional practice as informed by observations and assessment. | | | |
| 5.2 Establishes systematic reporting processes for families and appropriate referrals to professionals. | | | |
| 5.3 Communicates assessment results to families, both authentic and standardized, in a clear and supportive manner. | | | |
| 5.4 Works with families and professionals in establishing appropriate goals, IEPs, or IFSP's for children or families, as a result of observations and assessment processes. | | | |
| 5.5 Involves families and other professionals as partners in observation, documentation and assessment. | | | |
| 5.6 Selects and conducts culturally diverse, gender equitable assessment and reporting strategies. | | | |
| 5.7 Reviews and refines ongoing observation and assessment processes for productive purposes in the early childhood education setting. | | | |
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| Level 6 | | | |
| 6.1 Utilizes theories, research and recommended practices to select appropriate observation, documentation and assessment tools and procedures that relate to individual child development and/or the learning curriculum. | | | |

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| 6.2 Establishes criteria, procedures, and documentation methods for assessment and curriculum modification. | | | |
| 6.3 Works collaboratively with colleagues and administrative professionals in observational data gathering, assessment, and reporting methods. | | | |
| 6.4 Exercises leadership in establishing and/or maintaining documentation study groups within the program or school. | | | |
| 6.5 Uses documentation and assessment results for advocacy purposes with policymakers, community members, or professional development groups. | | | |
| 6.6 Monitors and trains others in cultural and gender-equitable observation, assessment, and document processes and procedures and ensure they are used appropriately for good teaching and reporting practices. | | | |

Self-Reflection Questions

a. If the skill is rarely used is it because the skill isn't needed in your early childhood setting?
 Yes No Explain

b. If the skill is rarely used is it because you need to know more about the skill?
 Yes No Explain

Is there someone you know who could help you better understand this skill? Who would that be?