This Assessment requires that you observe the physical, cognitive, language, social and emotional areas of development of a preschool-age child. The goal of your Assessment is determine competencies in connecting theory to children's unique growth patterns, understanding of how external and individual characteristics influence growth and development, identification of the interrelationship between domains, and your ability to understand unique patterns of development and supportive practices. Your Assessment requires that you conduct an observation at a licensed early childhood program. Work with your course/clinical instructor for options on observation sites and observation duration.

Part 1: Observation Pre-Reflection

To provide you context prior to your visit, reflect on the following:

* Is the facility profit, non-profit, or school-based?
* Is the facility a national or regional center chain? Is it affiliated with a religious institution or other umbrella institution such as a hospital, business or higher education campus?
* What do you know about the community in which the center is located? Demographics, population, socio-economics
* What basics about the facility can you learn from their promotional materials? (i.e. website, brochures etc.

Part 2: Description of Setting

When you arrive in the preschool room for your field experience give the teacher a copy of this assignment sheet. Prepare to take careful notes on the following:  
A description of the setting, including:

* Facility name and the classroom you are observing in
* Number of children present
* Number of staff present
* Activities occurring during field experience time period
* Other relevant information (whether families were in the room, how children responded to strangers, etc.)

Part 3: Completing a Running record

Choose a child to focus on during the remainder of your field experience observation. Then:  
1. Use a Running Record strategy to take accurate, concise, and objective notes about that child’s appearance, interactions and behaviors. Try to be unobtrusive and not interfere in the class or child’s normal activities. For at least a portion of the time you are in the classroom, maneuver close enough to your target child so that you can see and hear them clearly.  
2. While completing your running record, be sure to capture descriptions of the child’s physical, cognitive, language, social and emotional areas of development.  
After you have completed Parts 1 2, and 3 please proceed to Part 4.

Part 4: Reflection

For this portion of your assignment you will be analyzing the data you collected in your Running Record through the lens of what you have learned about social, emotional, physical and cognitive development for this child’s developmental age. Your Reflection needs to include each of the following:

1. A summary of what you observed in terms of the child’s development and learning, using examples—as applicable. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations. Your summary should include each of the following:
   1. An overview of what you observed in each developmental area. In your description, be sure to integrate theory as an infrastructure for your discussion of developmental areas.
   2. Specific examples of how your observational data complemented or deviated from developmental milestones.
   3. Three specific examples, based on your observation, of how each area of development interrelates.
2. An overview of what you observed in each developmental area. In your description, be sure to integrate theory as an infrastructure for your discussion of developmental areas.
3. Specific examples of how your observational data complemented or deviated from developmental milestones.
4. Three specific examples, based on your observation, of how each area of development interrelates.
5. A description of how contextual factors (such as race, ethnicity, language, ability, socio-economics, religion, and society) influence healthy development and learning. Based on the child you assessed, specifically, what impact might cultural, familial, biological, and environmental influences have on his or her physical and mental health, well-being, and nutrition?
6. A description of how protective factors within the environment could serve to alleviate stress and foster resiliency.
7. Recommendations for further assessment or screening (if needed) and list at least three additional resources for families and teachers in these identified areas. Include specific information, as applicable, related to multi-language acquisition.