



Assessment Plan

Purpose

Assessment is the process of gathering information about individual children to help teachers create educational goals and strategies. Once a child is enrolled, an intake assessment, observations, and/or screening is completed by the child's teacher and parent. All data collected from screenings and assessments is implemented into our curricula to help reach individual goals of children. Assessments and parent/teacher conferences help our program set goals for the future. Informal parent/teacher conferences are offered at least twice a year upon completion of screenings and/or assessments. All the data utilized in this process helps teachers gain understanding and knowledge about children in their classroom. Maintaining positive communication between directors, teachers, and families is essential for a child's developmental progress. If a child is identified as needing further evaluation from observations, assessments and/or screenings performed, your child's teacher will schedule a parent-teacher conference to discuss the next steps we can take together.

Assessment Process and Developmental Screenings



[Ages & Stages Developmental Screening]

Screenings are utilized to assist in the process of assessing young children. Penny Lane uses "Ages and Stages." *Ages & Stages International Research (ASIR) is an LLC* created to oversee development and research. This screening method emphasizes social and emotional development for young children. It includes a series of questionnaires designed to identify potential developmental challenges within your child's first 5 years. Each questionnaire has specific questions that can be answered by the teacher which is used to determine individual goals and create teaching strategies. All children are evaluated bi-annually and within the first 3 months of enrollment. Parents are encouraged to complete a screening at home to help identify strengths and areas that may need support. Parents are asked to sign the "*Parent Acknowledgement Form*" to complete this screening process.

[Teaching Strategies (The Creative Curriculum) Assessment]

Penny Lane uses assessments to support learning, identify challenges, program evaluation and monitor trends, plus program accountability. Teaching Strategies is an authentic performance-based assessment resource that is conducted annually. The Developmental Continuum Assessment system is used to enhance learning experiences from our foundational goals and objectives of our curriculum. Three essential steps to the assessment process are collecting data, analyzing, and evaluating data, then utilizing what is learned. It is designed to help classroom teachers document and evaluate children's skills, knowledge, behaviors, and accomplishments across a wide variety of curriculum areas. Students are observed during their regular classroom activities, and their progress is recorded for professional and personal references.

[Portfolio Assessment]

A portfolio is a system we use to organize child's artwork, writing samples, observations, anecdotal records, dictations, etc. This is an ongoing assessment; the items used are concrete and represent examples of children's efforts, achievements, as well as approaches to learning. Teachers use portfolios to share information with families, review and encourage children to reflect on their own work to help recognize skills and progress. Furthermore, this system supports individual goals and instructional planning for teachers.

*****Please note-*** Observations are more than just a teaching technique. Observing children can build new approaches to learning and teaching strategies. As a result, we visualize children as they are; not what we expect them to be.

Parent/Teacher Conferences

It is imperative for teachers and parents to be committed to the screening and assessment process of their child(ren). Any developmental information pertaining to each child and family is kept confidential and updated routinely. Teachers keep all documents in each child's portfolio to utilize during parent/teacher conferences. Penny Lane educators are always available for informal parent/teacher conferences because we aim to find the best strategy to positively support individual needs. Parent/teacher conferences help us work closely with children and their families, which is crucial for each child's learning and developmental progress. If there is an area of concern with a child, teachers will collaborate with families to reflect on at-home observations to determine what interventions are necessary. Refer to our *Inclusion Plan* for further detailed information.

- *Parent/ Family Resources:*

- [www.http://:agesandstages.com](http://agesandstages.com)

- [www.http://:teachingstrategies.com](http://teachingstrategies.com)

- [www.http://:casyonline.org](http://casyonline.org) (Monroe County Resource and Referral Agency)

Why Assess Young Children:

- ✓ To learn where children are in their development
- ✓ To help plan instruction and activities
- ✓ To communicate with families and build positive relationships
- ✓ To help identify children who might benefit from special services



Inclusion / Behavior Guidance Practices

In our inclusive program, all children, with or without special needs, are provided the opportunity to play and learn together. Penny Lane addresses the special needs and interests of each child, including those with disabilities. Our program philosophy states that all children obtain the right to be included with their peers during all age-appropriate activities while addressing their individual needs. Penny Lane offers a secure, equipped community where children can grow and learn at their own pace.

Our goal to provide an inclusive atmosphere for children where they are encouraged to challenge their abilities while feeling a sense of belonging. There are several benefits for families, as well as providers, from the inclusive childcare services we offer. Our services enable parents to work or continue their education, while their children are in a safe, nurturing environment. The teaching staff understand that families have valuable ideas to share as we provide various resources in return. Our program support team includes: an administrative director, curriculum/program director, lead teachers, and any specialist involved. In addition, our local *Child Care Resource and Referral Office* can help make inclusion an easier transition for those involved.

Services can help parents learn to accept their own child's strengths and needs, as well as share common experiences with others. Teachers expand their knowledge of disabilities and special needs through training and educational courses. Penny Lane teachers create a developmentally appropriate classroom to encourage understanding and flexibility for all our children's needs. Our program strives to develop a network of professional services and community resources.



The foundation of successful inclusion of children in early childhood setting, is the consolidation of professional training, community resources, and supportive families. The benefits of Inclusion for children with or without disabilities are:

- *Making new friends*
- *Learning by modeling*
- *Children gain pride in their achievements*
- *Interdependence is developed and the ability to deal with obstacles*
- *Similarities are addressed*
- *Language and communication skills are improved*
- *Interpersonal skills are developed*
- *Problem-solving skills are promoted*
- *Children learn to become more assertive*
- *Self-respect is learned.*
- *Children learn to accept others just as they are*
- *Patience and compassion are developed.*
- *Children learn to accept their own strengths and needs*
- *Most important; we learn to help others*

Federal and State Laws Affecting Child Care

1.) Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is the federal law passed in 1990 to protect people with disabilities. The following are parts of ADA that affect childcare:

- *Title I* - Privately operated centers employing 15 or more people may not discriminate in employment practices based on a disability.
- *Title II* - All settings receiving any government funds [such as CACFP or CCDF dollars] may not discriminate based on a disability in offering individuals the opportunity to participate in a service, program, or activity.
- *Title III* - Centers and family childcare homes must provide equal opportunity to children, parents and others with disabilities to participate in programs and services.

Questions regarding childcare and the Americans with Disabilities Act may be directed to the U.S. Department of Justice, ADA Information Line at 1-800-514-0301. A reference guide is also available at www.ada.gov/childq%26a.htm.

A setting that includes children with disabilities, or an inclusive setting, is a setting in which:

1. All children, those with and without disabilities, have an opportunity to play and learn together
 2. The special needs and interests of each child, including those with disabilities, are addressed
 3. The philosophy is based on the belief that all children have the right to be included with their peers in all age-appropriate activities throughout life
 4. A child with a disability is included in the daily routines of an already appropriate program
-

The Creative
Curriculum®



' or Unsafe Behaviors in the Classroom

It is essential for teachers to collaborate with families and other professionals to identify root causes, which can include stress, home challenges, or developmental issues. If child abuse and/or neglect is suspected as the reason for disruptive and/or unsafe behaviors, please refer to our *Child Abuse and Neglect Policy*.

Below are the positive support strategies Penny Lane utilizes to guide children toward appropriate behavior.

1. **Provide Structure.** Classrooms establish clear rules and routines and use visual aids like schedules and timers to help children understand expectations and transitions.
2. **Positive Redirection.** Teachers redirect challenging behaviors by offering alternative activities, providing a special task, or moving a child to a different space to reset and refocus. Children are also encouraged, with adult support, to use their own words and solutions to solve their own interpersonal conflicts.
3. **Positive Reinforcement.** Teachers will acknowledge and reward desired behaviors with praise or small incentives, reinforcing positive actions and choices.
4. **Ensure Safety.** If a behavior becomes unsafe or escalates, the child will be moved from the immediate situation to a designated “calm down” area or another space to self-regulate.
5. **Private Conversation.** Teachers will speak with the child individually and privately at eye level to discuss their feelings and behaviors without shame or punishment.
6. **Communicate with Parents.** When behavior is dangerous or overly disruptive, teachers will involve parents to gain insights into the child’s triggers and to develop effective, collaborative strategies.
7. **Document and collaborate.** Teachers will keep records of significant behaviors and the strategies used, and seek support from directors, and other professionals within the community for guidance and coaching.