

Gathering Data to Understand and Support Childhood Development and Learning

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As I observed Student E from Mrs. Komoda's Preschool classroom, I was able to identify her strengths and challenges. One of Student E strengths was how verbal she was when communicating with both her teachers and friends upon arrival. During play-time, she also was able to show myself and her teachers her mastery in cognitive thinking by playing make-believe Frozen, completing puzzles with more than four pieces, and the ability to seek-and-find photos within a book and find all photos independently. Student E was also able to master many physical skills such as climbing on the jungle gym, running in the playground with her friends, and riding the tricycle and following the correct directions of the arrows. She also was able to bend without falling while grabbing outdoor toys as well as jumping with her friends on the playground.

Student E definitely has many strengths but she also has a few challenges. During my observation, she was having a difficult time understanding taking turns. She had exhibits some aggressive behavior when she was unable to get a magnifying glass that she wanted. Her teacher, Mrs. Komoda has stepped in and given her two choices of either asking a friend if they can share with her or she will need to wait until it becomes available. Student E did throw a fit but she gathered herself together and continued playing. She will need to work more on understanding taking turns and patience. Additionally, Student E also had challenges with understanding her own emotions when it came to waiting her turn. She was unable to fully express her feeling verbally which resulted in her reaction to be more physical. Overall, Student E has shown exponential achievements throughout my observation.

A recommended assessment strategy that I believe would benefit gathering additional data on Student E would be a portfolio assessment. Portfolio assessments are great in having a

visual on the growth and development of the child. According to McDonald (2011), it explains how important portfolios are for teachers, parents, and students to cumulatively showcase their efforts and learning overtime. Additionally, this method will provide students with a reflection of how they learn and the importance of their learning process. Student E would benefit from this assessment strategy as she can see the growth she's been able to do within preschool in all developmental domains as well as who she is as an individual. She can also use this method for her future teachers to understand her interests and her strengths that can significantly model her future for success.

Another recommended assessment strategy that I believe would benefit gathering additional data on Student E would be anecdotal notes. According to the National Association for the Education of Young Children (n.d.), it explains how anecdotal notes are brief notes made by teachers or professionals as they observe children behaviors. Anecdotal notes can consist of multiple behaviors in all developmental domains. This method will support future teachers and parents understand their child more and provide the right experiences to challenge them and walk them in a positive direction for developmental growth. Anecdotal notes also provide educational professionals with a clear impression of the child's performance, understanding, and proficiencies that will create a purposeful and compassionate assessment that will support children's learning and development.

In conclusion, Student E has mastered many developmental skills in all developmental domains. She continues to learn every day with Mrs. Komoda and continues to be challenged and experienced with multiple opportunities to strengthen her challenges of cognitive thinking and emotional stability. Additionally, portfolios and anecdotal notes will support Student E's

growth and allow Mrs. Komoda to reflect on her teaching strategies that encourage Student E to have opportunities for development and learning.

References

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