

*Comprehensive PreK-3 Assessment:
Getting the results we want*

*Minnesota Leading PreK-3
Learning Communities*

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How do we get the results we want?

- * Develop a culture of collaborative inquiry and a mindset of continuous improvement
- * Develop the whole child
- * Optimize learning environments

NAESP Competency 4

Develop and Ensure a Culture of Collaborative Inquiry

Educators actively construct professional knowledge through treating their schools and classrooms as places for investigation.

- * Support open and collaborative discussions about data.
- * Share information about program effectiveness among educators, schools and other providers.

It's a Parallel Process

What we want for our kids must
be evident at EVERY level.

Three Universal Needs

- * Relatedness
 - Connect with others
- * Competence
 - Experiencing success
- * Autonomy
 - Possessing agency

Characteristics of environments that value risk

- * Schools and classrooms are viewed as places for investigation
- * Different thoughts and opinions are valued.
- * The right answer is not as important as how you got there.
- * Doing your best is what is important.
- * Everyone makes mistakes.
- * Everyone can be a teacher as well as a learner.

How are you doing?

As you think about your strengths and challenges in working effectively with data, and sharing information about program effectiveness, where are you in:

- * Ensuring that risk taking is valued
- * Ensuring that staff know they are viewed as competent and able and/or are supported to become increasingly capable?
- * Ensuring that staff feel they are encouraged and supported in their efforts to test novel practices?
- * Operating in a school culture that is well equipped in the process and content of effective data use

What supports 'whole child?' development?

Developmental Domains

- * Cognitive Development
- * Language Development
- * Health and Physical Development
- * Social-Emotional Development

Content Areas

- * Literacy and Mathematics
- * Social Studies
- * Science
- * The Arts

How do children best develop into 'whole' people?

- * Active questioning and information gathering
- * Hands-on experiences
- * Social interactions
- * Developing self regulation and executive function
- * Active questioning and information gathering
- * Culturally responsive practice

Self regulation cannot develop when adults regulate behavior

As children develop self-regulation, they:

- * ignore distractions
- * focus and attend
- * delay gratification
- * persist in challenging situations
- * ask for help
- * control emotions and express them appropriately

(McClelland, Acock, & Morrison, 2002).



Executive functions

Executive functions are a set of mental processes that support our abilities to manage ourselves and find and use resources in order to achieve a goal.

These mental processes enable us to:

- * plan
- * focus attention
- * remember instructions
- * juggle multiple tasks successfully

Systematic and Intentional

- * Self-regulation development should be provided across ages/grades, and settings using a systematic and intentional approach like that taken with literacy and math.
- * Skills must be learned, practiced, reinforced, and deepened over time.
- * This will be particularly important for children who live in adversity, for whom regular practice and development may decrease overall level of risk for self-regulation difficulties.

Our job is to TEACH..

- * There is NO difference between teaching a child how to count or write a paragraph and teaching them how to focus and attend
- * Most of what we call discipline problems are simply undeveloped, immature executive skills
- * Our job as teachers is to be children's frontal lobe as it develops.

When teachers are talking..children are not

Teachers feel compelled to impart as much knowledge as possible in the limited time frames they are given.

Unfortunately, while the amount of information imparted is greatest when teachers lean heavily on didactic teaching, retention is not.

(Zull, 2002).

Student Voice: Let the Children Talk With You

- * Student talk promotes learning and student success. Learning how to express one's thoughts and ideas is critically important for:
 - * adult-child relationships
 - * identity
 - * cognitive development
 - * formative assessment
 - * motivation

(McCaslin & Good, 1996).

Do your children of color feel valued and valuable?

- * ‘Exiled’ “Isolated”
- * Unrecognized
- * Subject to arbitrary rules
- * Over represented in discipline, suspension, retention, drop-out and special education
- * Overlooked for their gifted and talented potential



Strength-based Approach

- * African American and Latino students learn more and prefer learning experiences that allow them to **interact with others**. (Dill & Boykin, 2000).
- * African American's **oral-narrative skills** may be a unique area of strength that may promote later success in reading achievement (Gardner-Neblett, Pungello, & Iruka, 2012; Gardner-Neblett, N., & Iruka, I. U. (2015)).
- * African American children's engagement is supported by instruction and activities that are **relevant to their lives** (Cohen et al, 2009).

Who Matters?



What do the children and families see in the hallways, on the classroom walls, and in the bookcases?

- * Do they see pictures of themselves as individuals and members of their families and communities?
- * Do they see their own work predominantly displayed?
- * Do they see diversity honored through visual images of people of color living and achieving in a variety of ways?
- * Do classroom and library books depict and tell stories of people from multiple racial and cultural backgrounds?
- * Are languages other than English evident in speech, books, posters and classroom print?

Becoming a Citizen of the World

For white children, classrooms that support the positive identity of diverse populations:

- * broaden their view
- * provide more balanced exposure to the strengths and contributions of people of color
- * better prepare them to navigate an increasingly diverse world.

Optimal Learning Environments

- * Require positive relationships
- * Promote development of the whole child
- * Are dynamic, active, and constructive
- * Promote voice
- * Promote positive identity development

Discussion

Reflect upon where you are personally and as a school:

- Believing that hands-on, interactive learning is essential to the development and achievement of young children.
- Thinking that developing self-regulation and executive function should be part of each day
- Believing that when children are talking, they are learning.
- Promoting the perspective that until children feel safe cared for, and known, they cannot optimize their learning.

