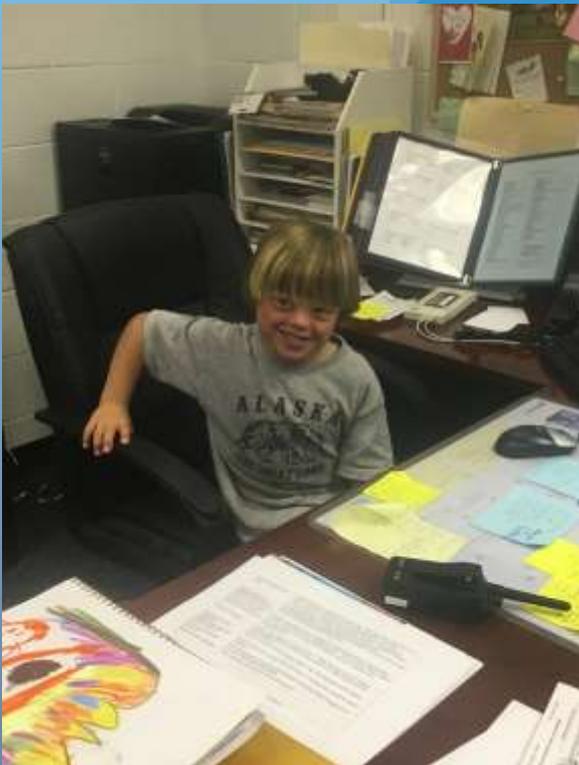


The Principal's Role in Leading Prek-3 Assessment



Juliana Harris
Beaufort County Schools

Goals

- Recognize the differences in assessments that occur in schools
- Recognize the significance of knowing developmental features of the children in your school
- Using professional development and PLC's to support the use of whole child formative assessment
- Identify strategies to support teachers with implementation of and continued growth in the use of formative assessment

NAESP Competency 4

Goal: Understand how to improve teaching and learning through multiple measures of assessing child/student progress.

Leadership is KEY!

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (Leithwood, et al., 2004).

“Six years later we are even more confident about that claim” (Louis, et al. 2010)

Strength-based Approach

“I want to be chocolate like you, Mommy,” said my four-year old daughter, whose skin is caramel next to my own coffee colored hue. What does being Black mean to her? It means being part of our family, our community and our culture. It means being smart and strong. She doesn’t know that for many people, it also means a check mark next to a list of risk factors. She doesn’t know that being the Black daughter of a single Black mother means that the statistics, and those who take them as a prediction of her future in addition to a reflection of today’s reality, will write her off as another child who is, simply, less likely to succeed.”

“The first and fundamental challenge of teachers is to embrace students as three-dimensional creatures, as distinct human beings with hearts and minds and skills and dreams and capacities of their own, as whole people much like ourselves. This embrace is initially an act of faith - we must assume capacity even when it is not immediately apparent or visible.

We must hew to ‘the substance of things hoped for, the evidence of things not seen’ - because we work most often where aggregating and grouping kids on the flimsiest of evidence is the prevailing common sense, where the toxic habit of labeling youngsters on their deficits is commonplace.”

Ayers, W. (2010). *To teach: The journey of a teacher*. (3rd ed.). New York: Teachers College Press, p. 152

North Carolina's Balanced Assessment System

Aligned to State Content Standards



Summative Assessments

(Classroom, School, District, & State)

Interim/Benchmark Assessments

(Classroom, School, District, & State)

Formative Assessment

(Classroom)

Assessing Children: Dibels

What do we know about Dibels?

- Designed as a diagnostic tool to identify students who are at-risk for struggling with reading
- Timed assessment
- Provides information about isolated skill acquisition
- MTSS model - Tier 2
- Dibels DOES NOT tell you about a child's past experiences, what motivates them to read and write, the underlying cause of deficits

What do we know about young children?

- Young children may perform differently on any given day, especially in standardized testing situations.
- Young children's learning/understanding is assessed most accurately in playful learning situations.

Knowing the Children

There is a difference in knowing content and knowing child development. Both are important.

However, knowing content without understanding child development may lead to inappropriate practices and expectations.

Lesson from the trenches...

Just because you can, doesn't mean you should!

Platooning in Elementary Grades

Ada
Goren

I AM FIVE

Because I am five, I need to feel that I am special and that I belong. This is especially important for me as a boy and as a child of color. My teacher has tried to build a sense of community in our classroom. She talks to me about my family and my interests. She shares activities that promote cooperation between me and my classmates. And she models supporting each other when we feel sad or challenged.

Because I am five, I need to learn self-regulation. My teacher lets me make choices sometimes—where I sit, who I work with, what activity I do. She knows these choices allow me to get learning goals and be motivated toward better behavior. She knows that I cannot learn to make good choices unless I practice.

Because I am five, I get very egotistical. I am just beginning to understand other thoughts and feelings. To my teacher takes the time to help me negotiate when my friends and I have disagreements. She knows this is not "spanking behavior." This is instruction.

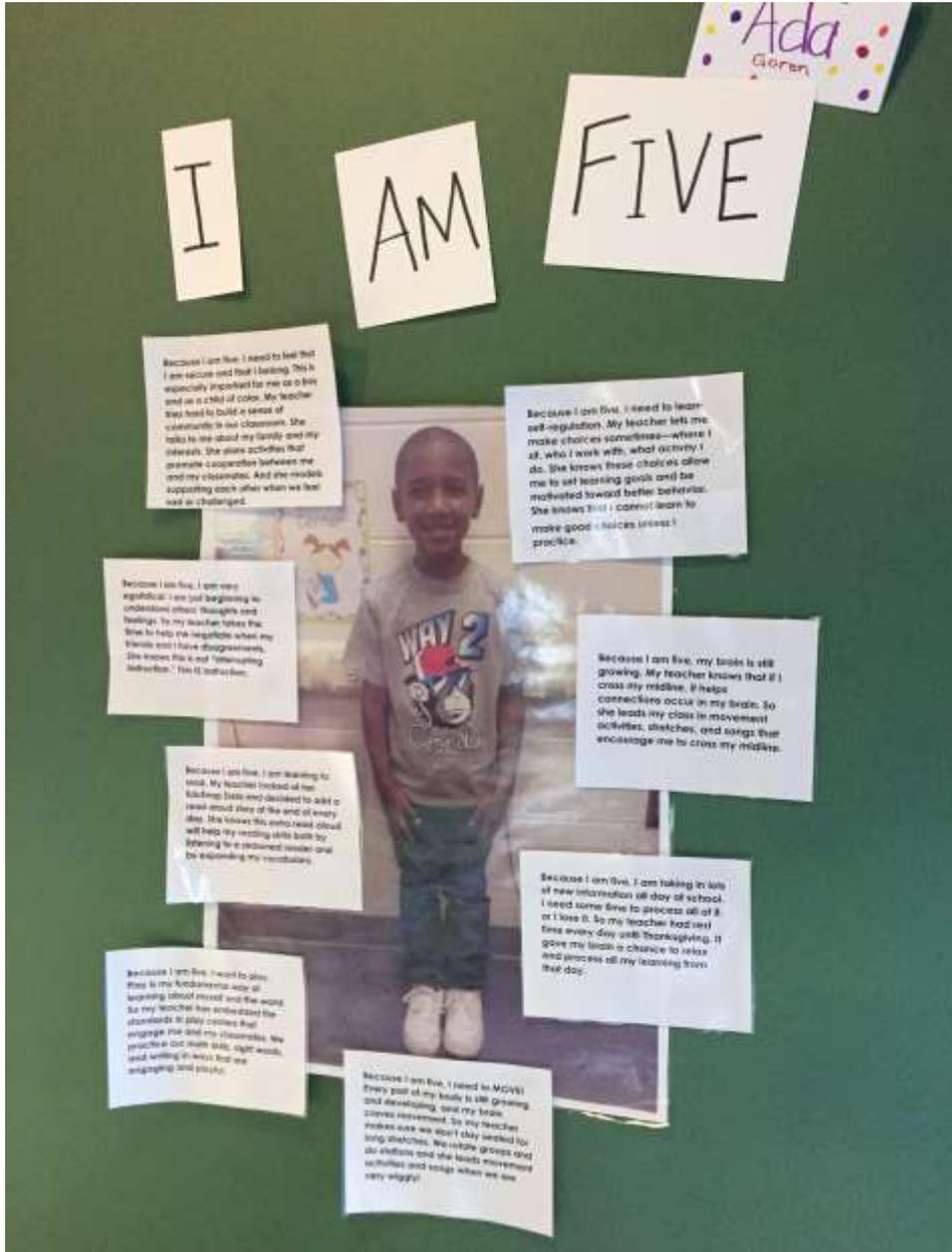
Because I am five, my brain is still growing. My teacher knows that if I cross my midline, it helps connections occur in my brain. So she leads my class in movement activities, sketches, and songs that encourage me to cross my midline.

Because I am five, I am learning to read. My teacher instead of her sticking books and decided to add a lesson about story of the end of every day. She knows this extra lesson about will help my reading skills both by referring to a printed reader and by expanding my vocabulary.

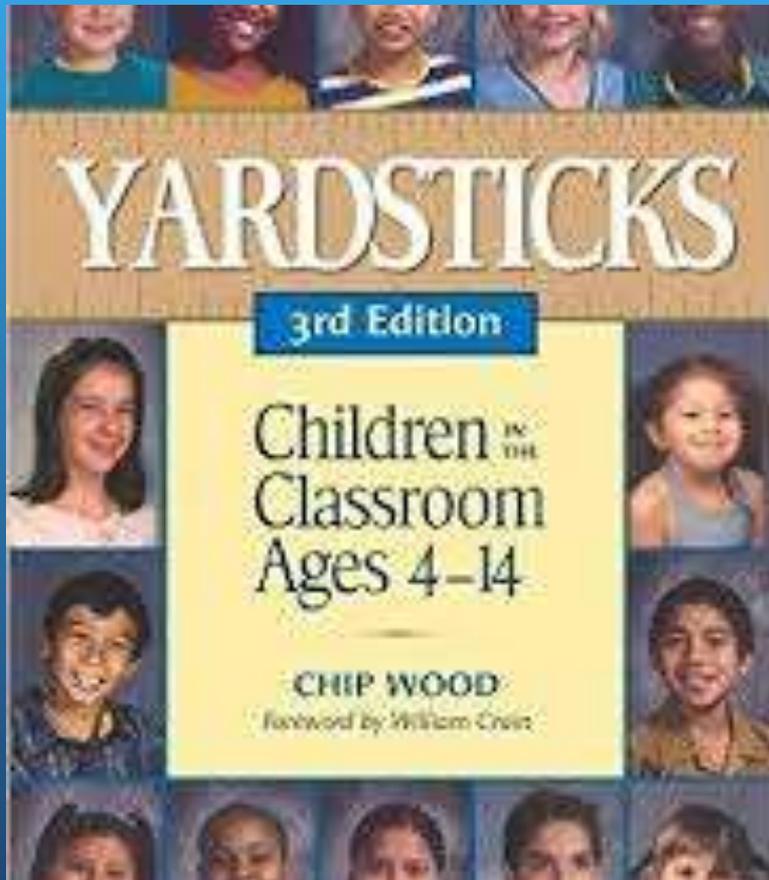
Because I am five, I am taking in lots of new information all day at school. I need some time to process all of it or I lose it. So my teacher had me free every day with Transcribing. It gave my brain a chance to relax and process all my learning from that day.

Because I am five, I want to play freely in my kindergarten with all learning about myself and the world. So my teacher has introduced the standards to play centers that engage me and my classmates. We practice our math skills, sight words, and writing it was fun and engaging and playful.

Because I am five, I need to MOVE! Even though all my body is still growing and developing, and my brain comes movement. So my teacher makes sure we spent this period for do activities and use hand movement activities and songs when we are very wiggly!



An Overview: Yardsticks



7 Year Olds

- Written work becoming tidy
- Many hurts, real and imagined
- "Nobody likes me"
- Doesn't like to make mistakes
- Conscientious
- Strong likes and dislikes
- Good listener
- Likes to send notes
- Likes to be read to
- Curious about how things work
- Enjoys one-on-one conversation

What If Everyone Understood Child Development (Rae Pica)

Sources of Joy in the Classroom:

- active, engaged efforts from children;
- desire to master the material - to become “expert” at something
- students allowed to work at their own level and pace;
- finishing a task or solving a problem and the time to do so;
- the chance to make choices;
- sharing and collaborating with other students; and
- the opportunity to engage in learningful play

NAEYC: Developmentally Appropriate Practice in the Primary Grades

- Teaching Children in First, Second, and Third Grades
- An Overview of Development in the Primary Grades
- Developmentally Appropriate Examples to Consider
- Supporting Children's Learning While Meeting State Standards



Table Talk

- How could you build upon your knowledge of child development?
- What impact might this have on your leadership?

Supporting the Use of Formative Assessment Through Professional Development

Prek-K Collaborative PD

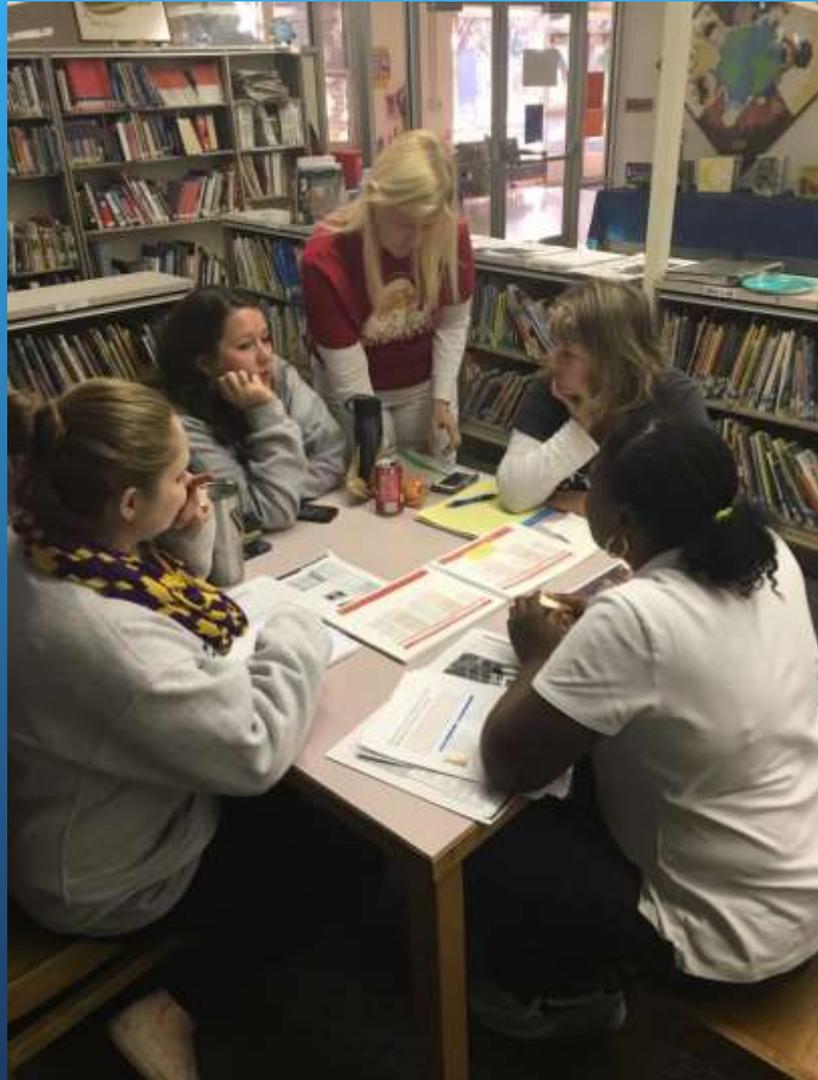


Table Activity Example: Formative Assessment and Standards

- With your table group, observe the picture of children working with blocks.
- Discuss possible learning that is being demonstrated based upon the children's work.
- What questions might you ask the child to probe deeper into their understanding?
- Link possible learning to Foundations or Common Core/Essential Standards. Write possible learning goals on the chart paper provided.

Foundations for Early Learning and Development- NC Standard Course of Study Crosswalk

NC Foundations for Early
Learning and Development

Standards

- **Goal APL-6:** Children use a variety of strategies to solve problems.
- **Indicators:**
- **APL-6n:** Describe the steps they will use to solve a problem.
- **APL-6o:** Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.
- **APL-6p:** Explain how they solved a problem to another person.
- **APL-6q:** Seek and make use of ideas and help from adults and peers to solve problems (“how can I make this paint get off my pants?”).

CCSS Mathematics 8 Standards

for Mathematical Practice

- Monitor and evaluate their progress and change course if necessary.
- Check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?”
- Understand the approaches of others to solving complex problems and identify correspondences between different approaches.



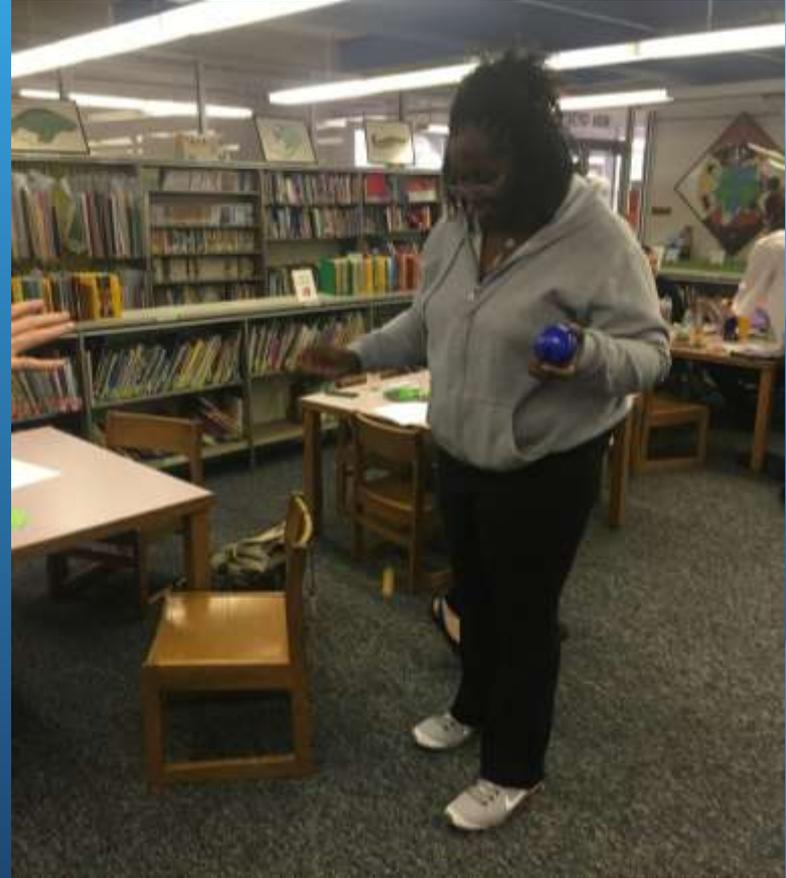




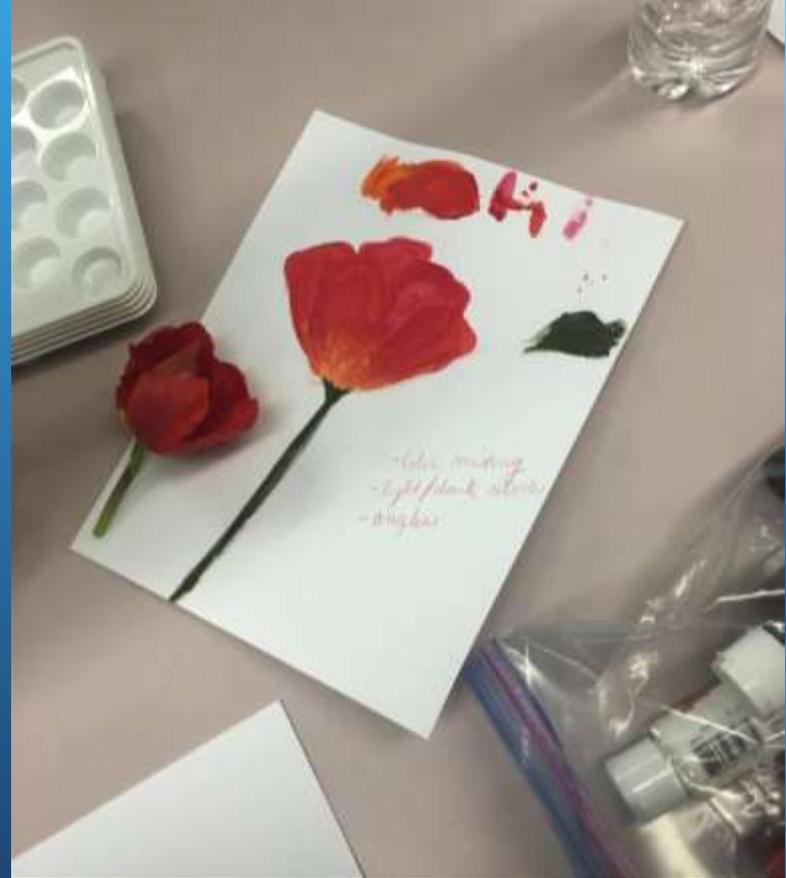
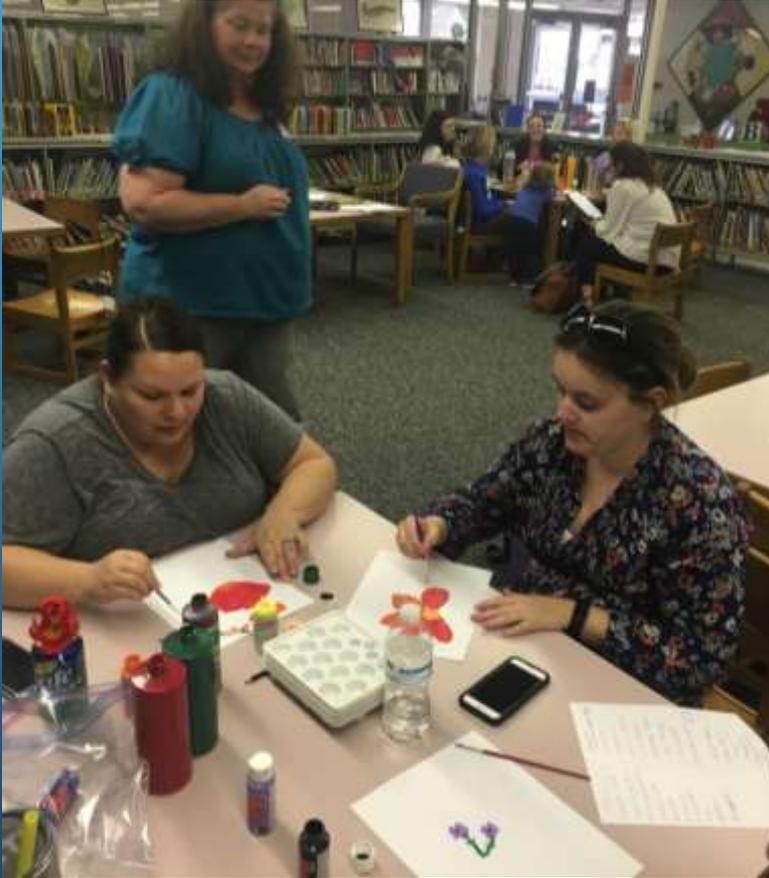
Modeling Best Practice in PD



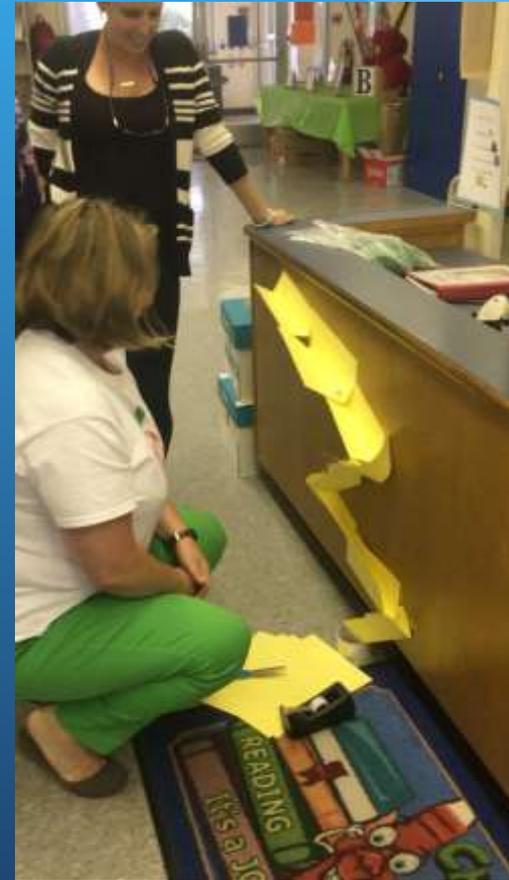
Modeling Best Practice in PD



Modeling Best Practice in PD



Modeling Best Practice in PD



Formative Assessment in PLC's: An Opportunity to Guide the Focus on Data



Using PLC's to Focus on Formative Assessment

What would be the outcomes of focusing on formative assessment rather than benchmark and summative assessments?

Successes: What is going well?

- How are you incorporating formative assessment in your daily instruction?
- What strategies are working for you to collect data about your students? (questioning, listening, observing, reviewing)
- Where are you able to learn about your students? (whole group, small group, centers/stations, individual)

Sharing/Problem Solving

- What areas of the formative assessment process do you need continued support to improve?
- How are others gleaning this information from their students?

What do we want to try?

- Where will you go next with this?
- What data will you collect to support your continued growth in using formative assessment?

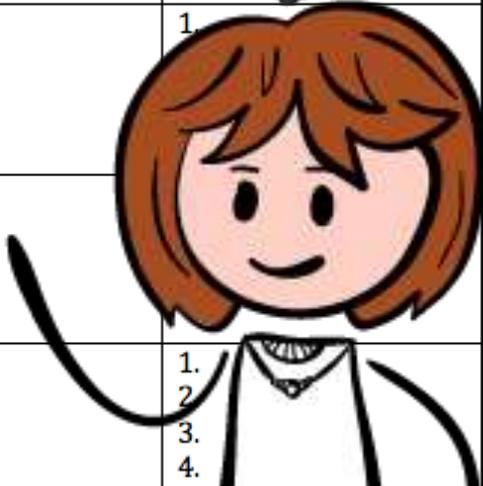
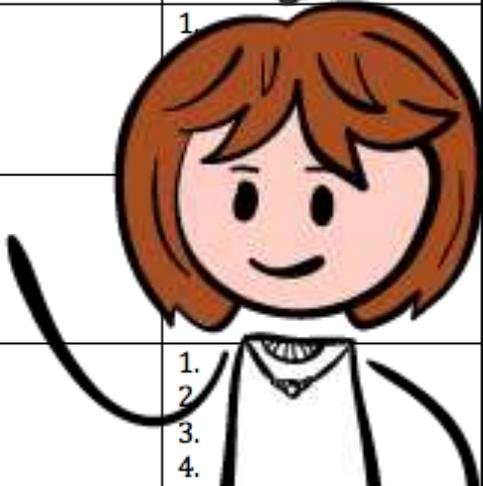
Intentional Planning

Day/construct	Morning		Afternoon	
	When?	Who?	When?	Who?
Monday Object Counting	Morning meeting/line game Macarena Months (Dr. Jean) Literacy Block Story time	1.	Math centers	1.
Crossing Midline		2.		2.
Letter Naming		3.		3.
Emotional		4.		4.
Literacy		5.		5.
			Painting Center	

Intentional Planning

Day/Constructs	Morning		Afternoon	
	When	Who	When	Who
Monday Object Counting Crossing Midline Letter naming Emotional Literacy	Morning meeting/line game Macarena Months (Dr. Jean) Literacy Block Story time	1. 2. 3. 4.	Math centers Painting Center	1. 2. 3. 4.
Tuesday Object Counting Letter naming	Morning Meeting/line game Literacy Block	1. 2. 3. 4.	Science Flip Game	1. 2. 3. 4.
Wednesday Object Counting Crossing Midline Letter naming	Morning Meeting/line game Macarena Months (Dr. Jean) Literacy Block	1. 2. 3. 4.	Math Centers Painting Center	1. 2. 3. 4.
Thursday Object Counting Letter naming Emotional Literacy	Morning Meeting/line game Literacy Block Story time	1. 2. 3. 4.	Science Flip Game	1. 2. 3. 4.

Peek at a Week

Day/Construct	Morning		Afternoon	
	When	Who	When	Who
Monday		1.  2. 3. 4.		1. 2. 3. 4.
Tuesday		1.  2. 3. 4.		1. 2. 3. 4.
Wednesday				1. 2. 3. 4.
Thursday		1.  2. 3. 4.		1. 2. 3. 4.
Friday		1. 2. 3. 4.		1. 2. 3. 4.

Supporting the Use of Formative Assessment During the Regular School Day

Informal Observations

Walkthroughs

5 Minute Feedback

How to plan for formative assessment in your normal week

Formal Observations

NC Resource

Administrator Practice Profile



NC K-3 FORMATIVE ASSESSMENT PROCESS PRACTICE PROFILE EXPANDED VERSION

Critical Component: Selecting Learning Targets

Learning Targets:

Learning targets are the building blocks for acquisition of concepts/skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., I can statements).

LOOK FORS/OPEN ENDED QUESTIONS	EXPECTED IMPLEMENTATION	DEVELOPMENTAL VARIATION	UNACCEPTABLE VARIATION
<p>Look for:</p> <ul style="list-style-type: none"> • Opportunities to work with individual students and/or small groups to identify learning targets. • Students are engaged in activities that match their individual learning targets. • Evidence of purposeful differentiation for students using the construct progressions to identify appropriate skill levels. <p>Open-ended questions: Students can state learning targets in their own language, "I can...".</p> <ul style="list-style-type: none"> • <i>Tell me about what you are working on.</i> • <i>What did you learn?</i> • <i>What was hard for you?</i> • <i>What is your learning target or goal?</i> <p>Teachers can explain the process for selecting learning targets for and with their students using their current learning statuses.</p> <ul style="list-style-type: none"> • <i>Tell me how you selected this learning target for (this student).</i> • <i>How was (this student) involved in selecting this learning target and/or understanding his/her next learning goal?</i> 	<p>Uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using I can statements).</p>	<p>Uses the current learning status and communicates the learning targets to individual students in meaningful and appropriate ways (e.g., using I can statements) to support learning.</p>	<p>Does not use the current learning status to develop and communicate learning targets.</p> <p>Develops learning targets using current learning status, but does not communicate them to students.</p> <p>Communicates the same learning target to all students, rather than individualizing for each student based on his or her current learning status.</p>

Effective Practices that Support a Formative Assessment Process

A system of support that...

- ✓ Acknowledges the role of child development in instruction and assessment
- ✓ Encourages teachers to discuss and reflect on formative assessment practices frequently
- ✓ Empowers teachers to try new evidence-based instructional methods without fear of failure

Contact Information

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