

*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 and teach the whole child
- * Ensure optimal learning environments
- * Use the knowledge and experiences of families.

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.

Bringing Competency 4 to Life

- * Ask-don't tell
- * Move from evaluation to inquiry
- * Move from performance to mastery goal orientation
- * Reinvigorate professionalism
 - * Display the confidence to explore challenges
 - * Safely express the need to improve practice
 - * Study their own teaching
 - * Identify areas for improvement
 - * Test novel solutions.

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

Environments that value risk-taking: Adults and Children

- * 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.
- * Validating partial success motivates ongoing efforts

How are you doing?

Think about your strengths and challenges in working effectively with data, and sharing information about program effectiveness. What genuine practices ensure that:

- * risk taking is valued
- * staff know they are viewed as competent and able and/or are supported to become increasingly capable?
- * staff feel they are encouraged and supported in their efforts to test novel practices?

Relevant Data: Rubric for School's Culture of Collaborative Inquiry

	Beginning 1	Developing 2	Operational 3	Exemplary 4
Evaluation vs. Inquiry	Data are used solely for performance evaluation.	Data are used by leaders to make decisions such as assigning children to teachers for the next year or to identify needed professional development for staff.	Data are used by teachers to participate in decisions about students, instruction, and/or staff development. Staff members are open to data collection (by themselves, their peers, and administrators) because they trust that data that are collected will be used to help them improve practice.	Data are used in reflective conversations for informing practice, better understanding children's development, and finding areas for growth.

	Beginning 1	Developing 2	Operational 3	Exemplary 4
Structures and Systems for Collaboration (e.g., grade-level teams, PLCs, data teams)	No structures or systems are used for the purpose of using data as information or engaging in collaborative inquiry.	A small number of staff make use of existing sources of school, district, or state data. Structures like grade-level meetings exist and may be used to share data but are more often used for general planning and paperwork.	Grade level or other team meetings are focused on using data to improve practice. There is opportunity to reflect on practice as individuals and groups. Many staff members are aware of sources of existing information.	There are numerous tools and systems that facilitate collaboration among school personnel for the purpose of improving teaching practice, student outcomes, school culture, etc. These tools and systems are used regularly and systematically by all relevant parties.
Information/Data Literacy	School personnel do not understand how to collect, analyze, or utilize data.	A small number of staff members have skills in analyzing or using data. They may provide information to other staff members based on their analyses.	Most staff members know how to read and interpret graphs and other ways of reporting data and can use data they collect in their classrooms. There is a plan to provide ongoing professional development in data literacy as needed for existing and new personnel.	Numerous school personnel have a sophisticated understanding of how and why data should be collected, are familiar with appropriate analytic techniques, and have the ability to effectively communicate/utilize findings.

Value Knowledge about the Whole Child

Given the integrated nature of development and learning, supporting children across **all domains** promotes increased positive outcomes in student achievement:

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

Children develop cognitively....

...through active **questioning** and information gathering combined with **hands-on experiences** and direct **social interactions**.

...through opportunities to **develop executive functions** that help them plan, focus attention, remember instructions, and juggle multiple tasks and viewpoints successfully.

...thinking about and expressing their thinking processes with the aim of improving their learning and social development-**metacognition**.

Executive Function and Metacognition Work Hand in Hand

Executive Function: Plan & Organize

- * What is my goal?
- * What are some possibilities for how I could achieve my goal?
- * What is my best choice for how to achieve my goal?
- * What do I need to do to get started?

Metacognition: Reflect & Evaluate

- * What was my goal?
- * What was my plan for achieving it?
- * What evidence do I have that my plan did or did not work?
- * What could I do to make it better?
- * What should I do next?

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

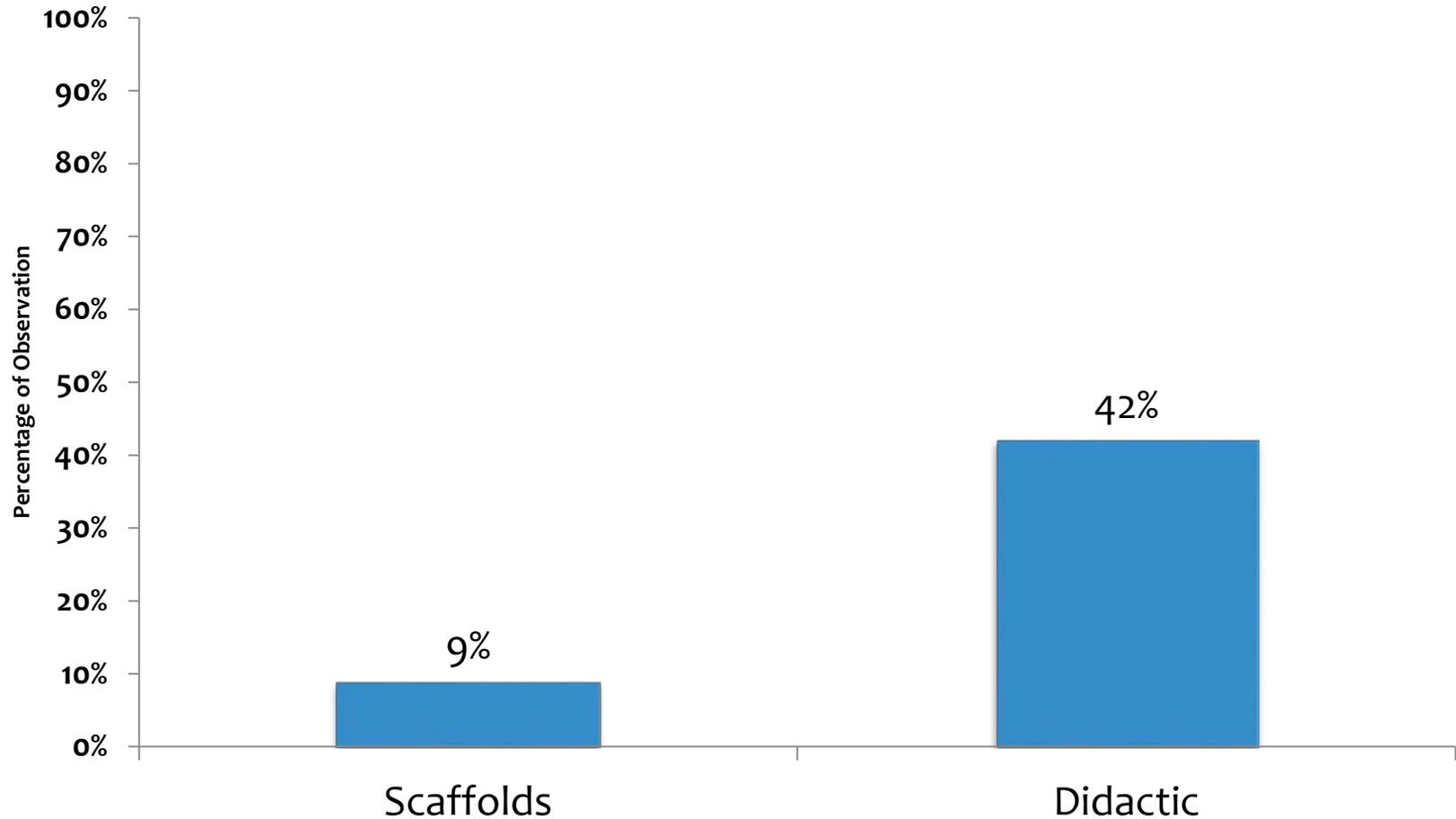
(McClelland, Acock, & Morrison, 2002).



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.

PreK-3 Teaching Approaches: are we telling or teaching?

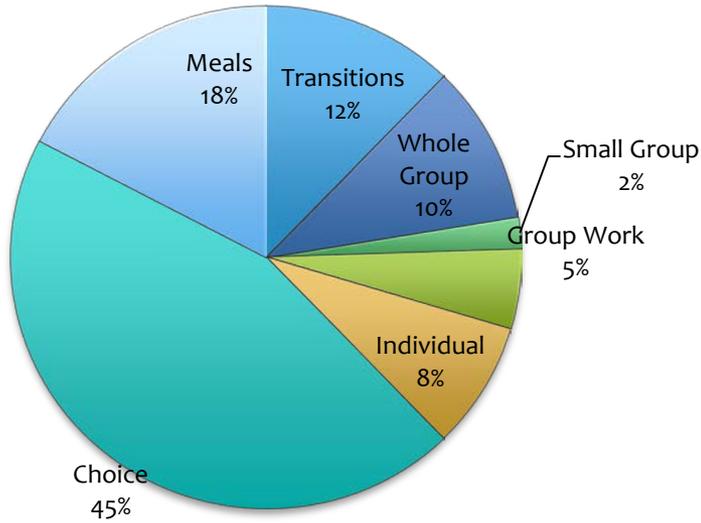


How do we make sure this happens?

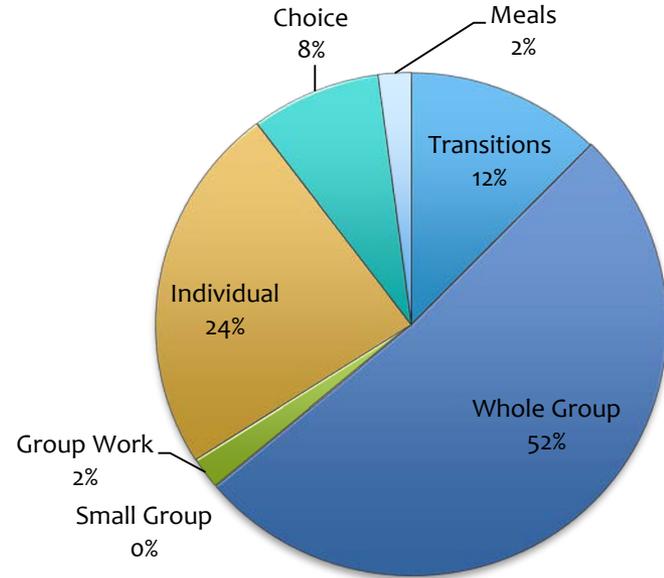


Teachers who nurture **students' interests**, give students opportunities to **make choices**, and do **not unduly control** student activity are allowing children to regulate and organize their own learning (Jang, Reeve, & Deci, 2010).

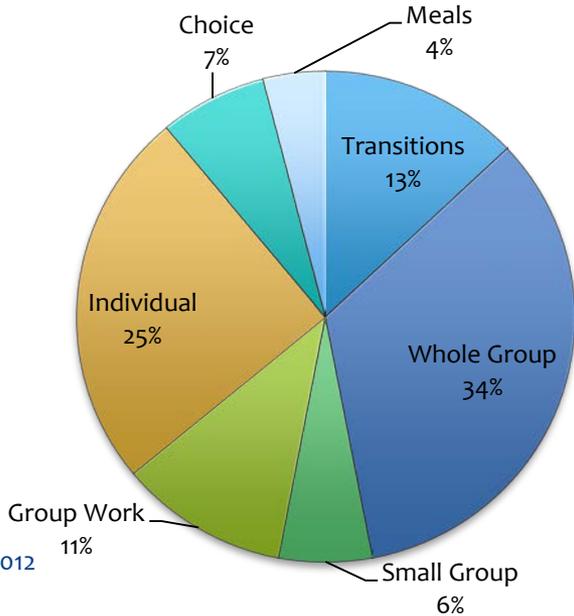
Activity Settings PreK



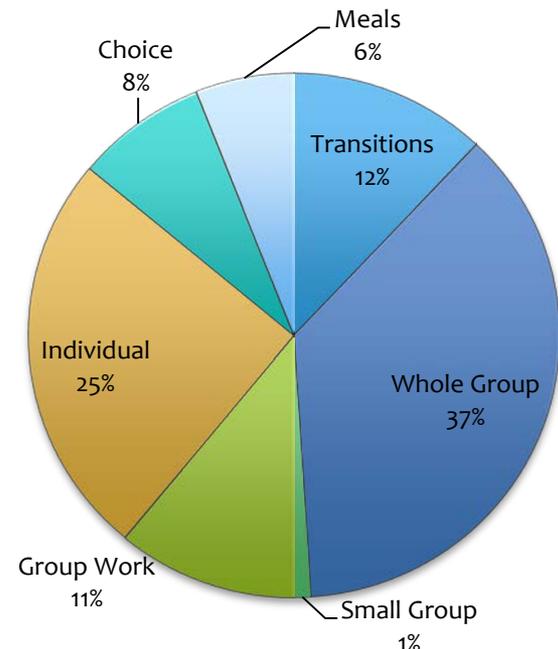
Activity Settings K



Activity Settings-2nd



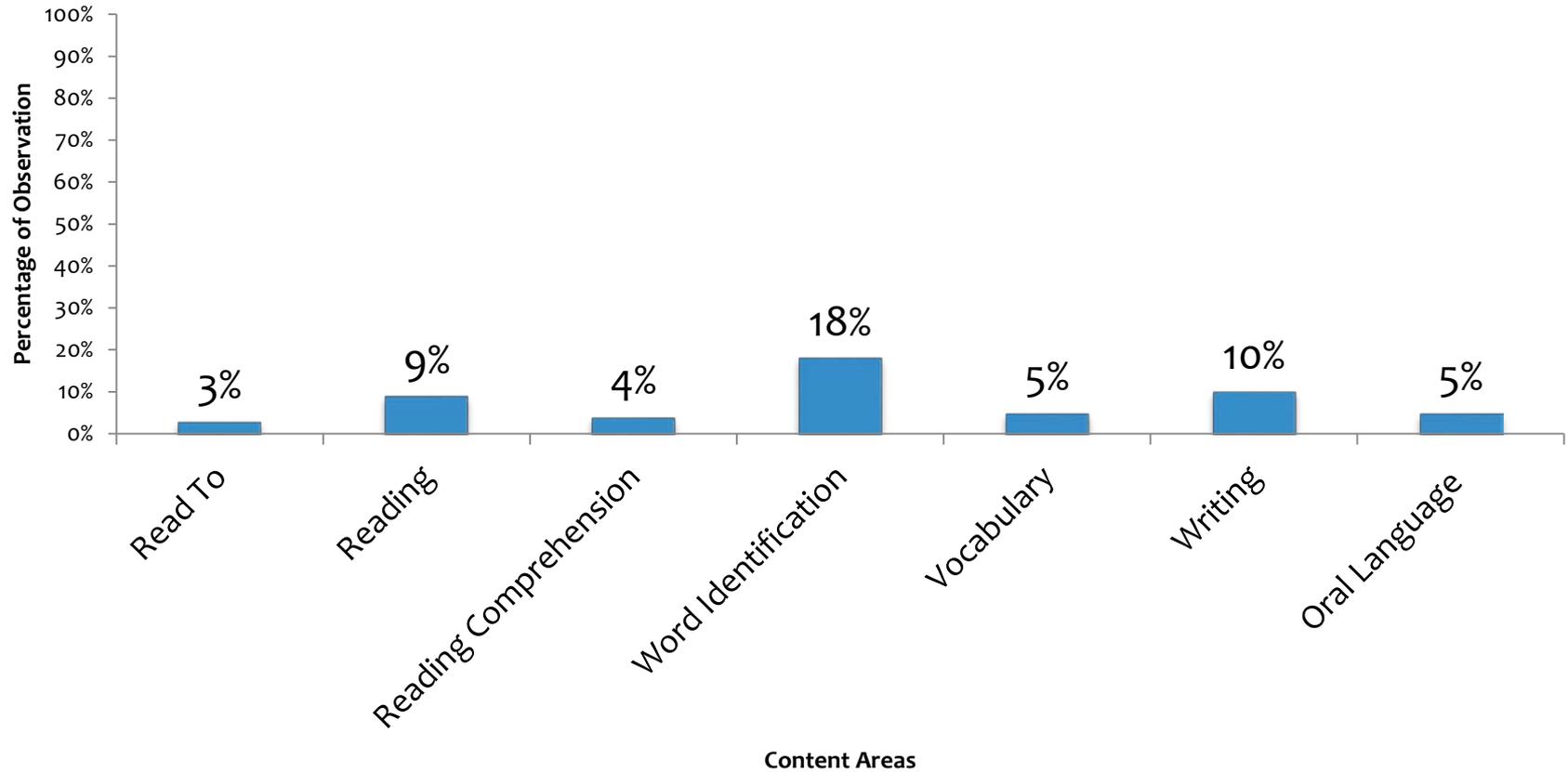
Activity Settings-3rd



Learning Occurs Through Language

- * Children who are talking are learning.
- * Teachers who are listening are learning.
- * Children with larger vocabularies do better in school.
- * Children acquiring a second language need to talk.
- * Children whose words are valued and respected feel good about themselves

PreK-3 Components of Literacy



Health and Physical Development

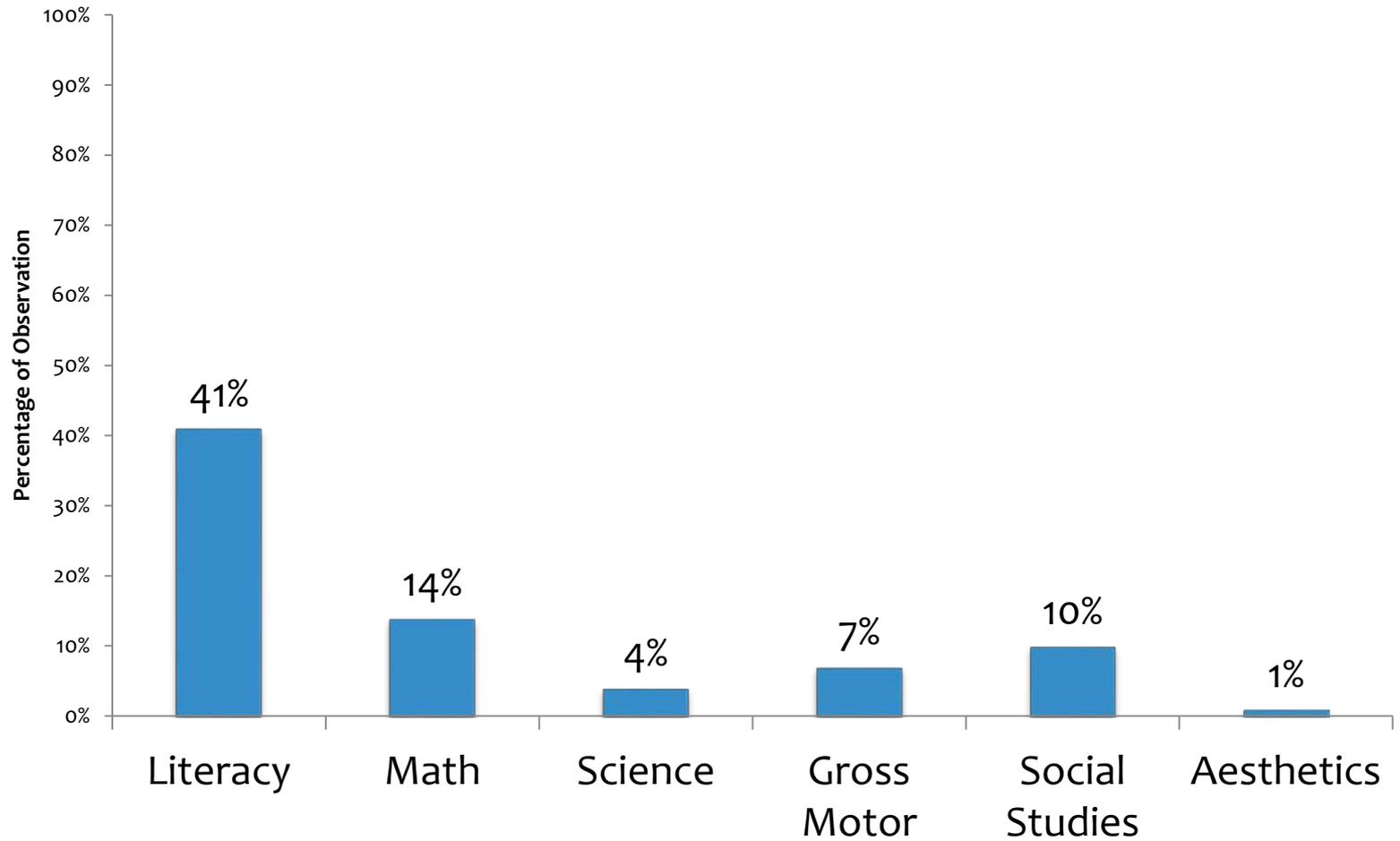
Good physical health and motor development support children's learning, and play a part in their ability to be successful.

Why Children Need PE

- * Learn relationship between nutrition, exercise and health
- * Moderate to vigorous physical activity
- * Practice and refine gross motor skills

(Rae Pica 2015)

PreK-3 Content Area Balance

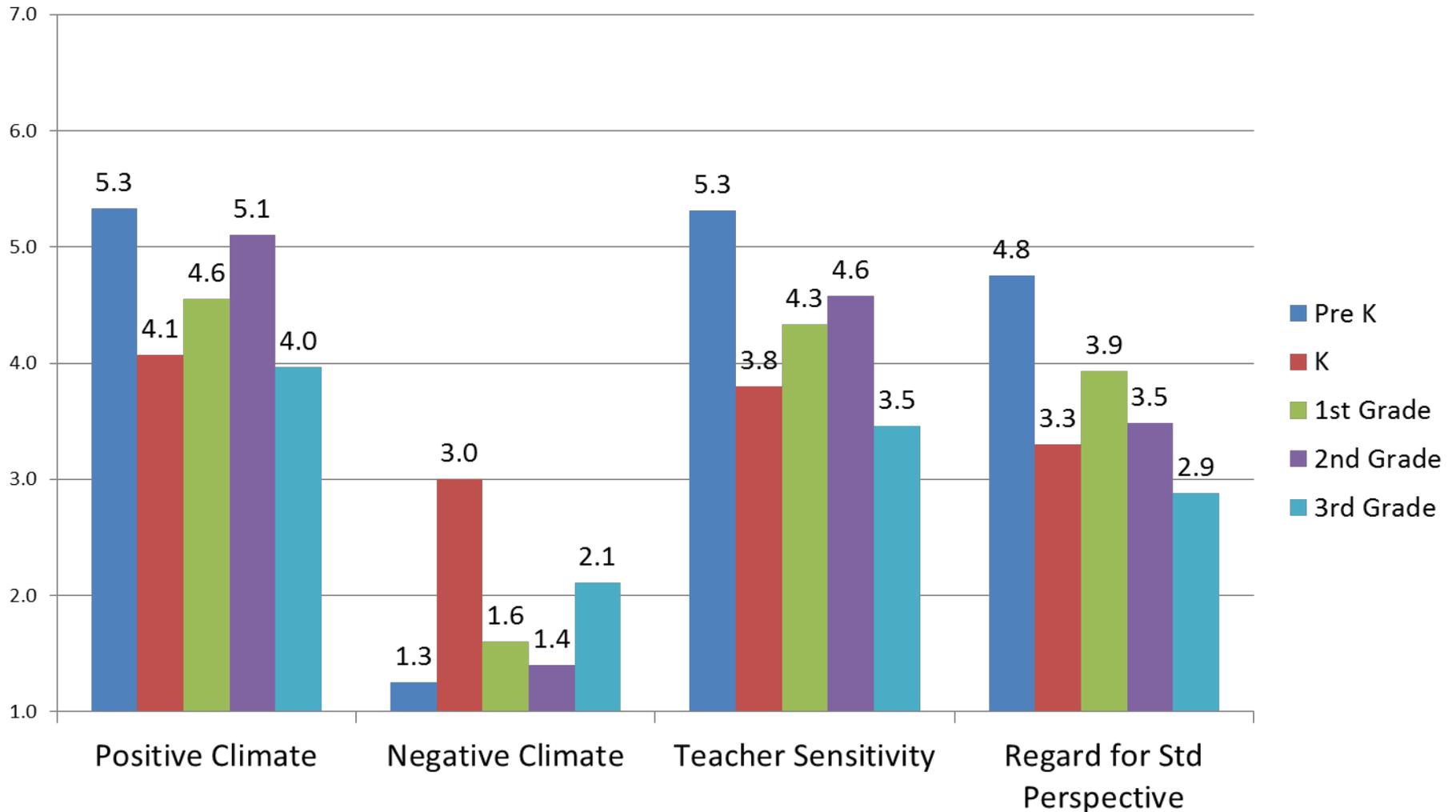


Social Emotional Development

...affects development in every other domain

- * Children who develop a positive sense of self are more likely to try new things and work toward reaching goals .
- * Children who experience positive, supportive climates tend to accept new challenges and feel more confident about their ability to handle problems or difficulties.

CLASS: Emotional Support



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



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 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 collaboration
- * Promote positive identity development

Make sure families are part of the assessment process

When school personnel **actively reach out** to families and caregivers, **welcome them** to school, **honor their contributions**, and **connect with them** through the children, relationships between families and school staff are strengthened.

(Iruka & Barbarin, 2009; Mapp, 2003)

Valuing Family Knowledge

What you can expect this year:

“Our, discussions will address where your child is in his current learning and development . We will talk about what you see your child doing at home, because what you share about your child will help me know more about him and more about how to support his learning in school.”

Planning for Home-School Communication

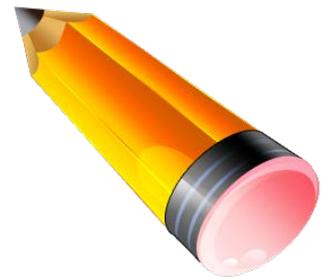
- * What information should we communicate to families?
- * Which channel of communication is best for conveying this message?
- * Are we being culturally responsive?
- * Are there additional resources we need to create
- * How will we receive feedback from families regarding our communication efforts?

Quick Write

Take a few minutes to jot down your thoughts

Reflect upon where you are personally and as a school/district/program:

- 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 integrated into daily teaching.
- 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.
- Viewing family contributions as essential



You simply cannot get the results you want without this in place

- * A culture of collaborative Inquiry and a mindset of continuous improvement
- * Attention to learning across developmental domains
- * Optimal learning environments
- * Families who feel valued and included