PreK-3 Principal Leadership Series

Session 4: Use Multiple Measures of Assessment to Guide Growth in Student Learning.

November 14, 2016

Minnesota Department of Education

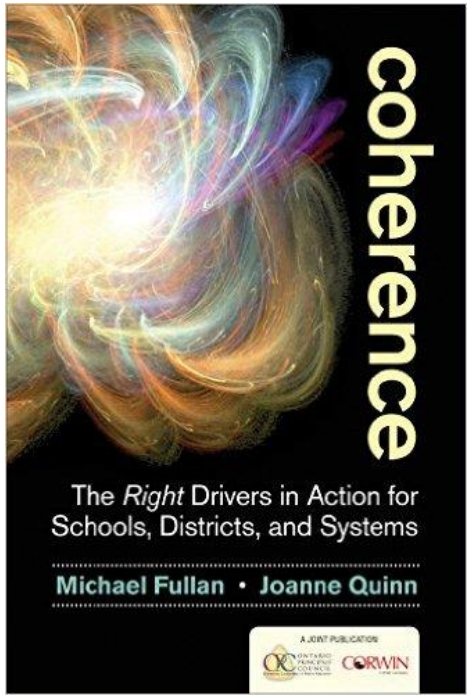
Our Common Agenda: Children

Session 4 Overview

- PLS Assessment
- How are we doing?
- Time
- Growth mindset
- Continuous growth

"The goal of assessment must be to improve teaching and learning." *(p.39)*

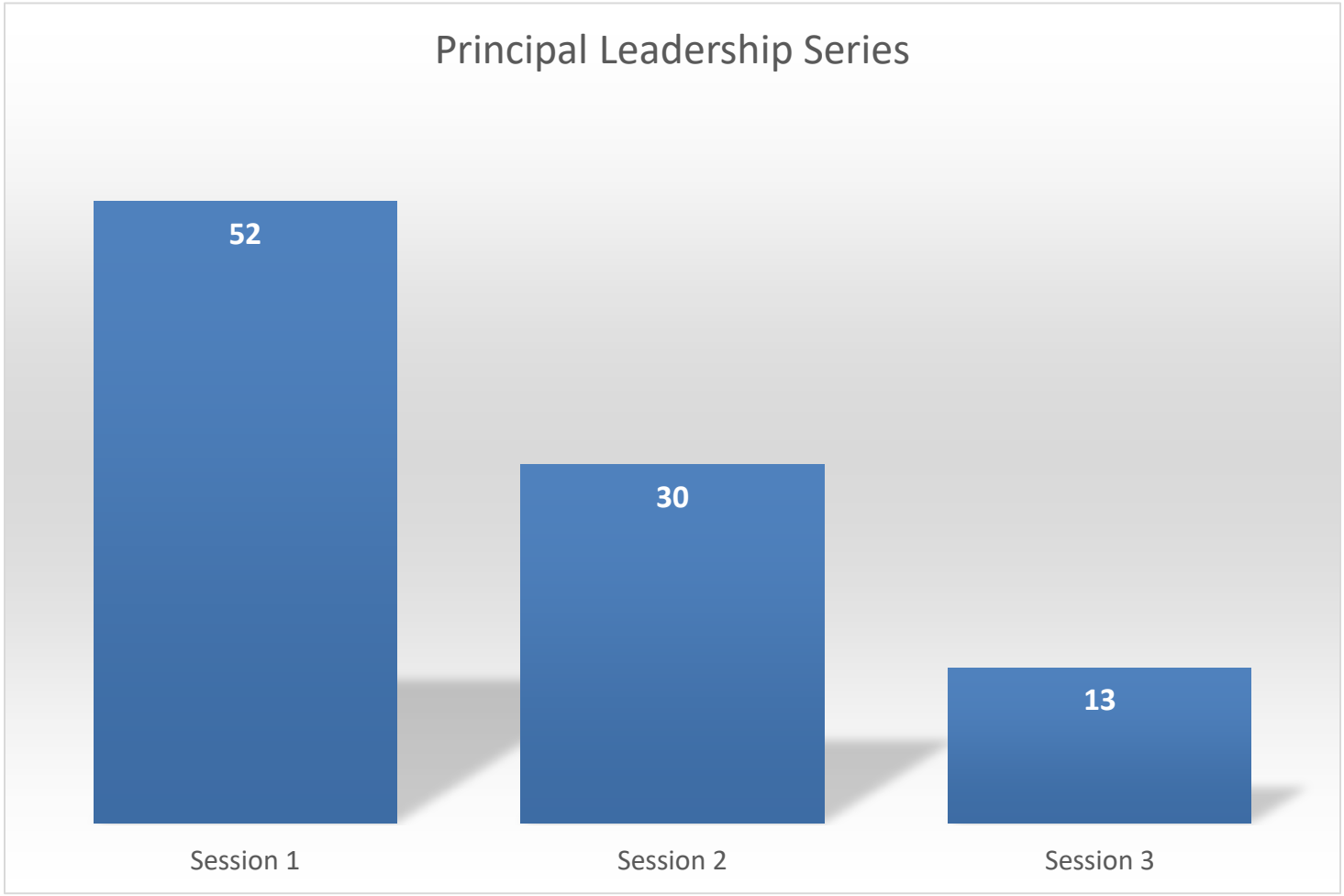
Internal Accountability



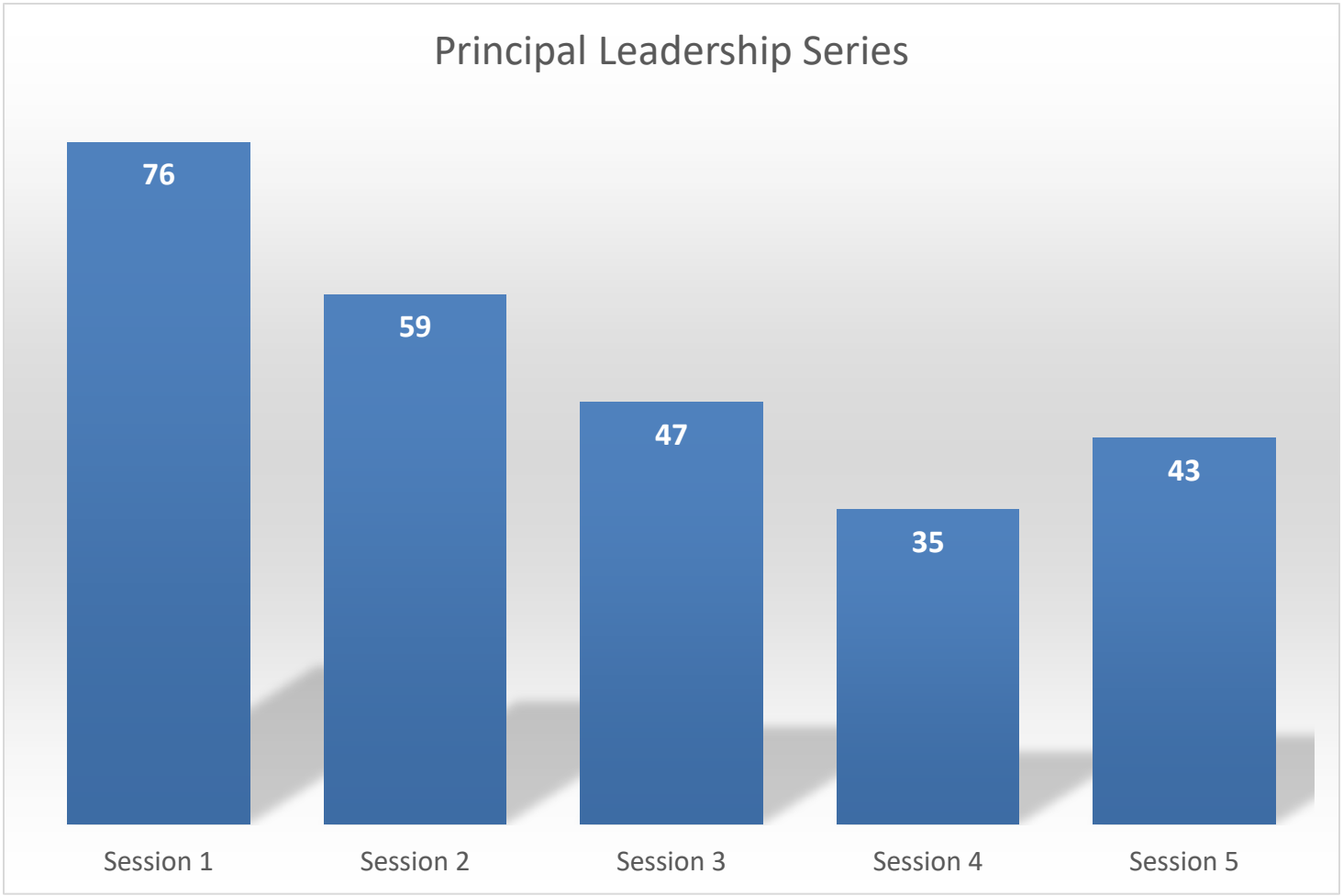
"Internal accountability is based on the notion that individuals and the group in which they work can transparently hold themselves responsible for their performance."

(Fullan and Quinn, 2016, p. 112)

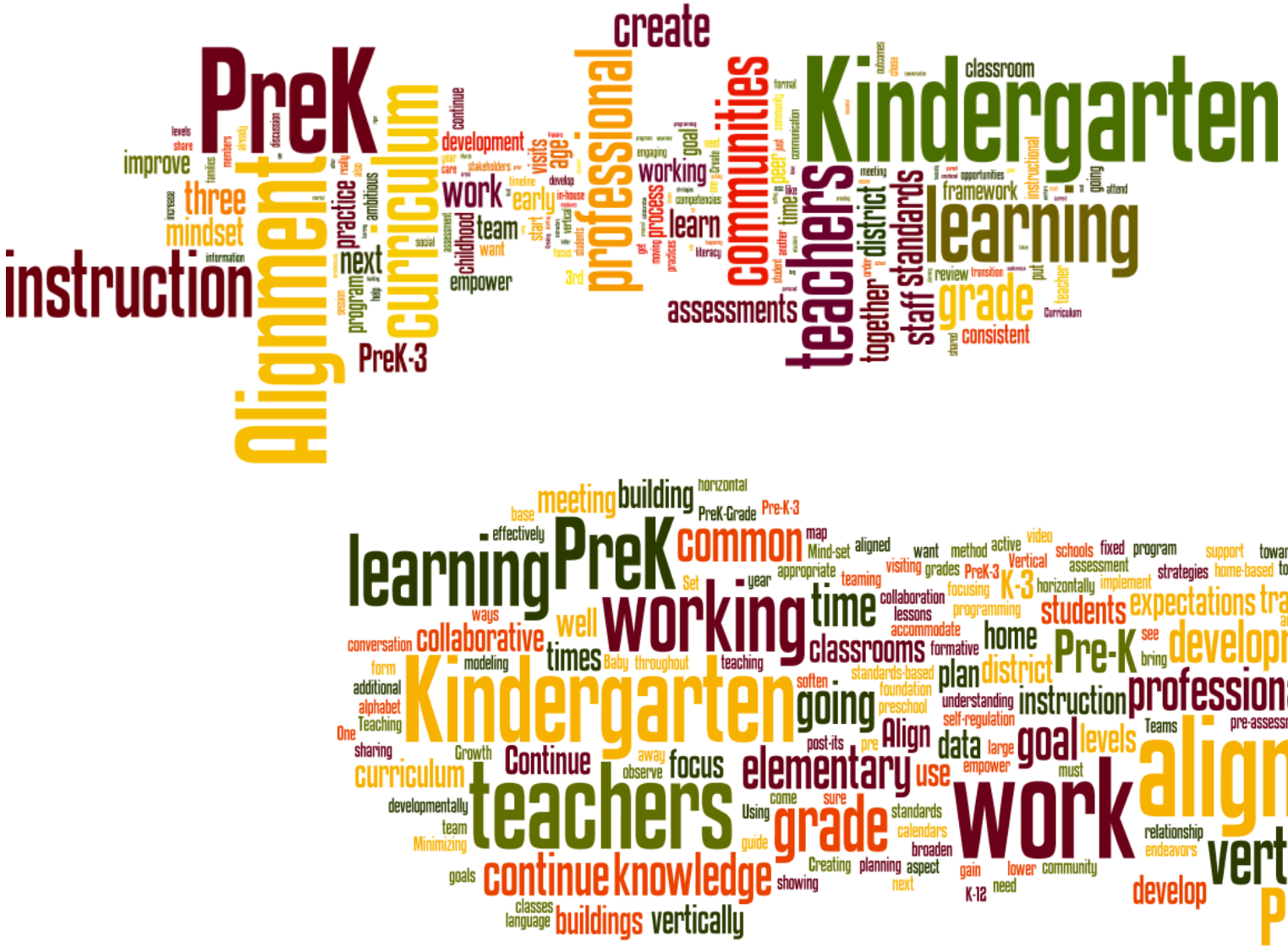
PLS Evaluations (submitted cohort 2)



PLS Evaluations (submitted cohort 1)



Session 2 Goals – cohorts 1 and 2



What is needed?

Our Day

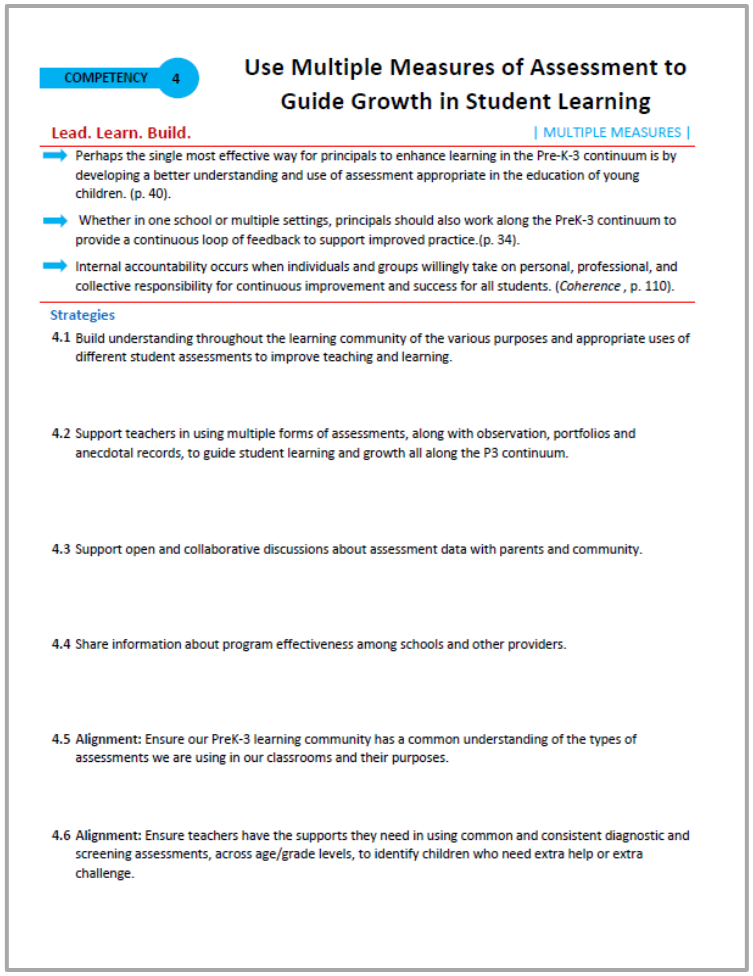
- Sharon Ritchie
- Juliana Harris
- Collaborative Work

PreK-3 PRINCIPAL LEADERSHIP SERIES
Session Four, Monday, November 14, 2016
TIES Conference Center, 1644 Larpenteur Ave West, St. Paul
Series Website : http://mnprek-3.wikidot.com/principal-leadership *Twitter:* #MNP3Principals

Competency 4:	Use multiple measures of assessment to guide growth in student learning.
Session Four Goal:	Understand how to improve teaching and learning through multiple measures of assessing child/student progress.

AGENDA

Time	Activity/Result
9:00	**Welcome and Check-in - Jessica Cabeen and Bondo Nyembwe** *Result: Participants are welcomed. Facilitators review progress and discuss session agenda and goals.*
9:10	**Collaborative Work in Action - Strategies for Competency 3** *Result: Participants share information on their creation and implementation of PreK-3 strategies discussed during the first three sessions of the Principal Leadership Series.*
9:40	**Comprehensive PreK-3 Assessment: Getting the Results We Want - Sharon Ritchie** *Result: Participants understand that a culture of collaborative Inquiry, optimal learning environments, and effective instructional practice aimed at the development of the whole child are foundational to positive outcomes.*
10:50	**Break**
11:00	**Comprehensive PreK-3 Assessment: Improved Teaching and Learning - Sharon Ritchie and Juliana Harris** *Result: Participants understand ways to use assessment as a teaching tool to promote student growth.*
12:00	**Lunch with Discussion and Reflection**
12:40	**Self-Assessment Tool and Planning** *Result: Participants critically reflect on practices and plans to improve teaching and learning through multiple measures of assessing child/student progress.*
1:00	**Minnesota's Approach to Comprehensive Assessment - MDE** *Result: Participants explore the Minnesota early childhood comprehensive assessment system resources and supports available for high-quality assessment.*
1:30	**The Principal's Role in Leading PreK-3 Assessment - Juliana Harris** *Result: Participants learn about and critically reflect on the principal's role in effective implementation in a PreK-3rd grade system.*
2:15	**Collaborative Work in Action - Strategies for Competency 4** *Result: Participants share key understandings, work plan goals, and strategies with regard to the role of assessment in improving teaching and learning.*
2:55	**Summary and Next Steps**
3:00	**Day Four Concludes - Final Session is December 5**
Post	**Discussion with Sharon and Juliana** *Result: Participants have the opportunity to discuss topics in more depth with presenters.*



COMPETENCY 4

Use Multiple Measures of Assessment to Guide Growth in Student Learning

Lead. Learn. Build. | MULTIPLE MEASURES |

- Perhaps the single most effective way for principals to enhance learning in the Pre-K-3 continuum is by developing a better understanding and use of assessment appropriate in the education of young children. (p. 40).
- Whether in one school or multiple settings, principals should also work along the PreK-3 continuum to provide a continuous loop of feedback to support improved practice.(p. 34).
- Internal accountability occurs when individuals and groups willingly take on personal, professional, and collective responsibility for continuous improvement and success for all students. (*Coherence* , p. 110).

Strategies

4.1 Build understanding throughout the learning community of the various purposes and appropriate uses of different student assessments to improve teaching and learning.

4.2 Support teachers in using multiple forms of assessments, along with observation, portfolios and anecdotal records, to guide student learning and growth all along the P3 continuum.

4.3 Support open and collaborative discussions about assessment data with parents and community.

4.4 Share information about program effectiveness among schools and other providers.

4.5 **Alignment:** Ensure our PreK-3 learning community has a common understanding of the types of assessments we are using in our classrooms and their purposes.

4.6 **Alignment:** Ensure teachers have the supports they need in using common and consistent diagnostic and screening assessments, across age/grade levels, to identify children who need extra help or extra challenge.

Collaborative Worktime

1. Generate strategies for Competency 4 indicators.

2. Discuss a strategy with a colleague from another district.