PreK-3 Principal Leadership Series

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

March 12, 2018

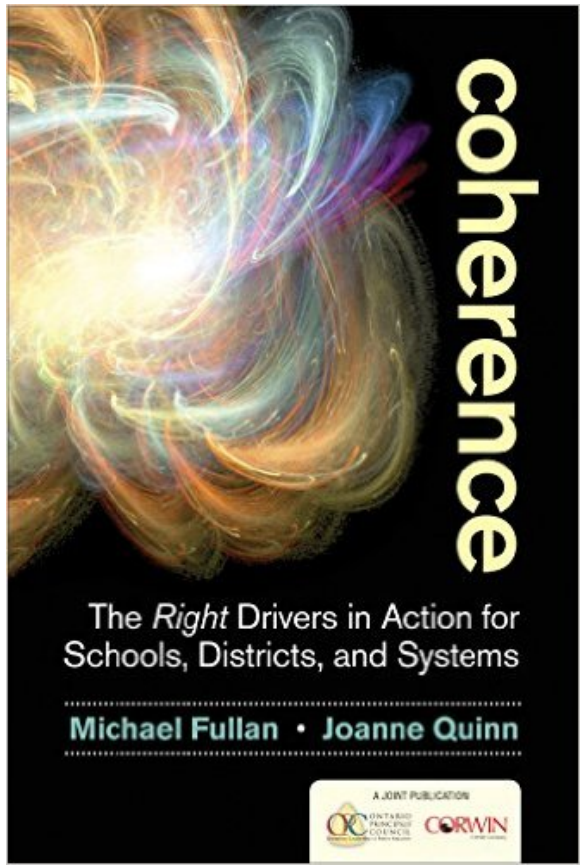
One Size Does Not Fit All.

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."

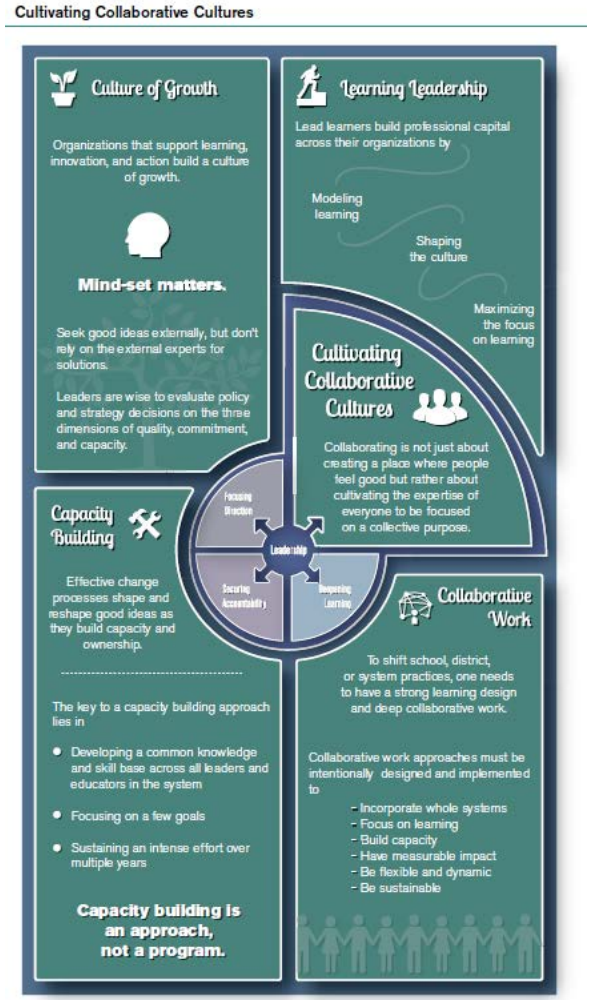
(Fullan and Quinn, 2016, p. 112)

Cultivating Collaborative Cultures

1. Discuss your collaborative work from Session 3. See “Group Work Tasks” handout in folder.

And try to include:

2. How do these relate to and enhance your strategies?
   - Culture of Growth
   - Learning Leadership
   - Capacity Building
   - Collaborative Work



What is Needed?

Our Day

- Sharon Ritchie
- Collaborative Work
- Comprehensive Assessment

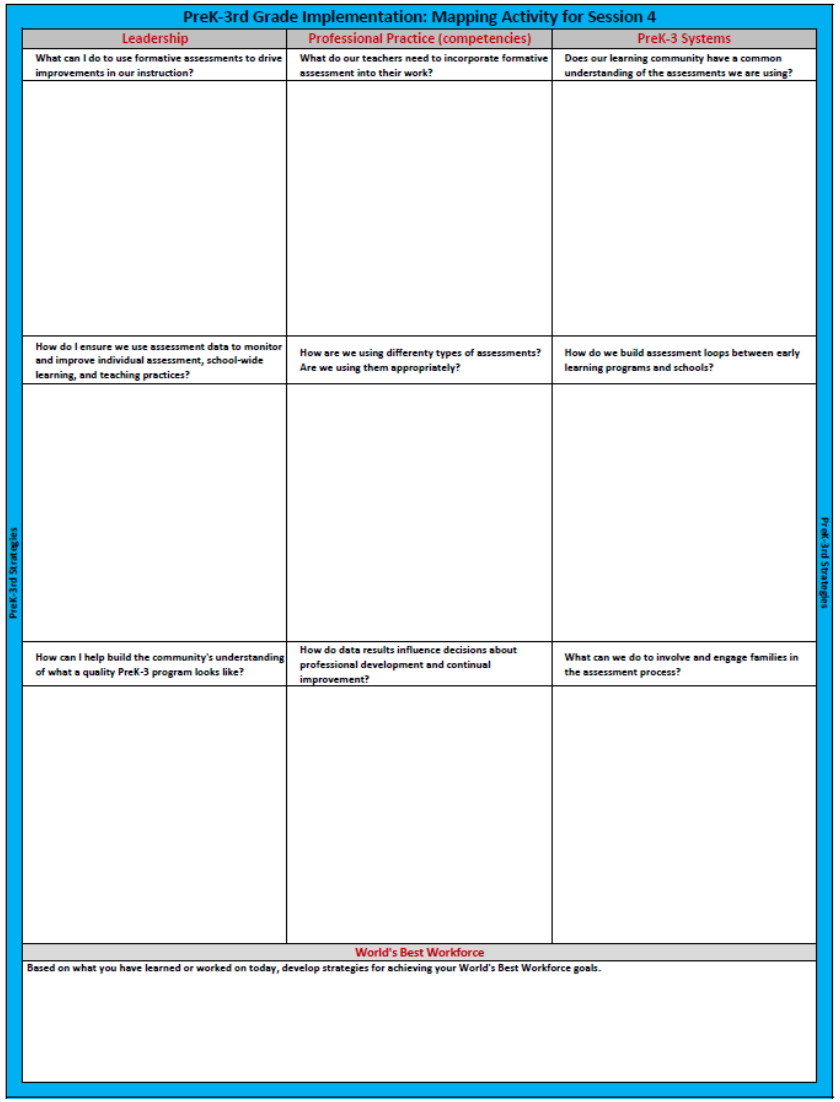
PreK-3 PRINCIPAL LEADERSHIP SERIES
Session Four, Friday, April 28, 2017
TIES Conference Center, 1644 Larpenteur Ave West, St. Paul
Series Website : http://mnprek-3.wikidot.com/principal-leadership *Twitter:* #MNP3Principals

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 and Stephanie** *Result: Participants are welcomed. Facilitators review progress and discuss session agenda and goals.*
9:10	**Collaborative Work in Action - Group Work for Competency 3** *Result: Participants share information and continue their district mapping strategies from Session 3 through critical reflection, group discussion, and revising their posters. Participants contribute to the learning community by sharing central ideas with large group.*
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**
12:30	**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.*
12:45	**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.*
1:45	**Minnesota's Approach to Comprehensive Assessment - MDE** *Result: Participants learn about and critically reflect on the principal's role in effective implementation in a PreK-3rd grade system.*
2:00	**Group Work - PreK-3 Implementation: Mapping Activity and Team Sharing** *Result: Participants collaborate to ensure better understanding of strategies and plans for leading PreK-3 work in their programs, schools, and districts.*
2:55	**Summary and Next Steps**
3:00	**Day Four Concludes - Final Session is May 19**
	Remember to complete session evaluation to receive CEUs and help our planning!

Collaborative Worktime



PreK-3rd Grade Implementation: Mapping Activity for Session 4

Leadership	Professional Practice (competencies)	PreK-3 Systems
What can I do to use formative assessments to drive improvements in our instruction?	What do our teachers need to incorporate formative assessment into their work?	Does our learning community have a common understanding of the assessments we are using?
How do I ensure we use assessment data to monitor and improve individual assessment, school-wide learning, and teaching practices?	How are we using differenty types of assessments? Are we using them appropriately?	How do we build assessment loops between early learning programs and schools?
How can I help build the community's understanding of what a quality PreK-3 program looks like?	How do data results influence decisions about professional development and continual improvement?	What can we do to involve and engage families in the assessment process?

PreK-3rd Strategies

PreK-3rd Strategies

World's Best Workforce
Based on what you have learned or worked on today, develop strategies for achieving your World's Best Workforce goals.

2:00 - Work with your team to address questions, explore options, and develop potential strategies.

2:30 – Discuss your work with another team(s).

2:40 – Gallery walk: post your work on the wall.

2:45 – Large group sharing.

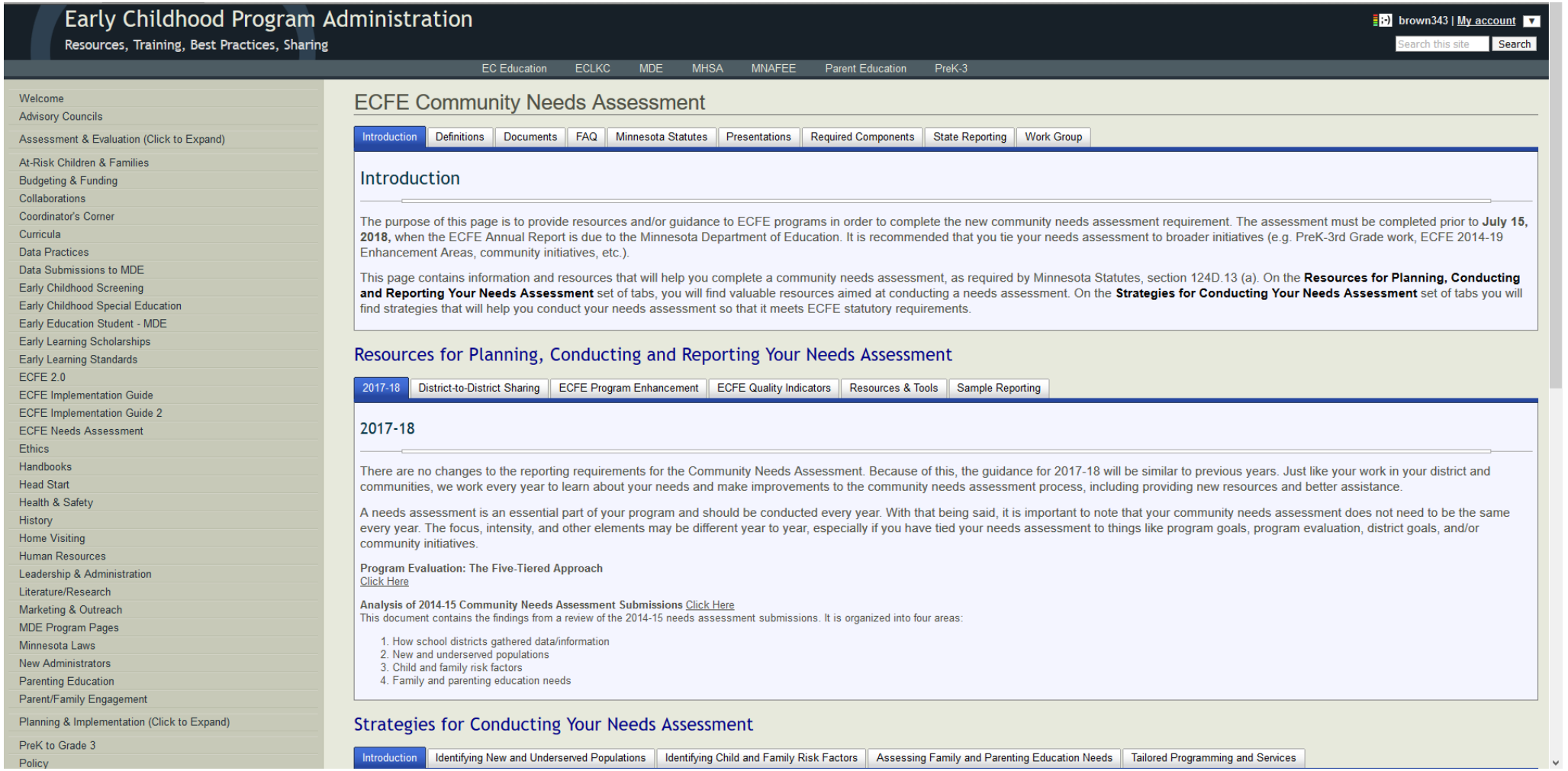
PreK-3 Systems and Cross-Sector Work

- Identify and engage both school- and community-based partners as key participants.
- Identify and create formal linkages with the primary early learning programs that send children to particular elementary schools (feeder patterns).
- Establish a PreK-3rd leadership group that includes both school- and community-based teachers and is responsible for building teamwork across age/grade levels.

Kauerz, K. & Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.

Community Partnerships - Austin

ECFE Community Needs Assessment



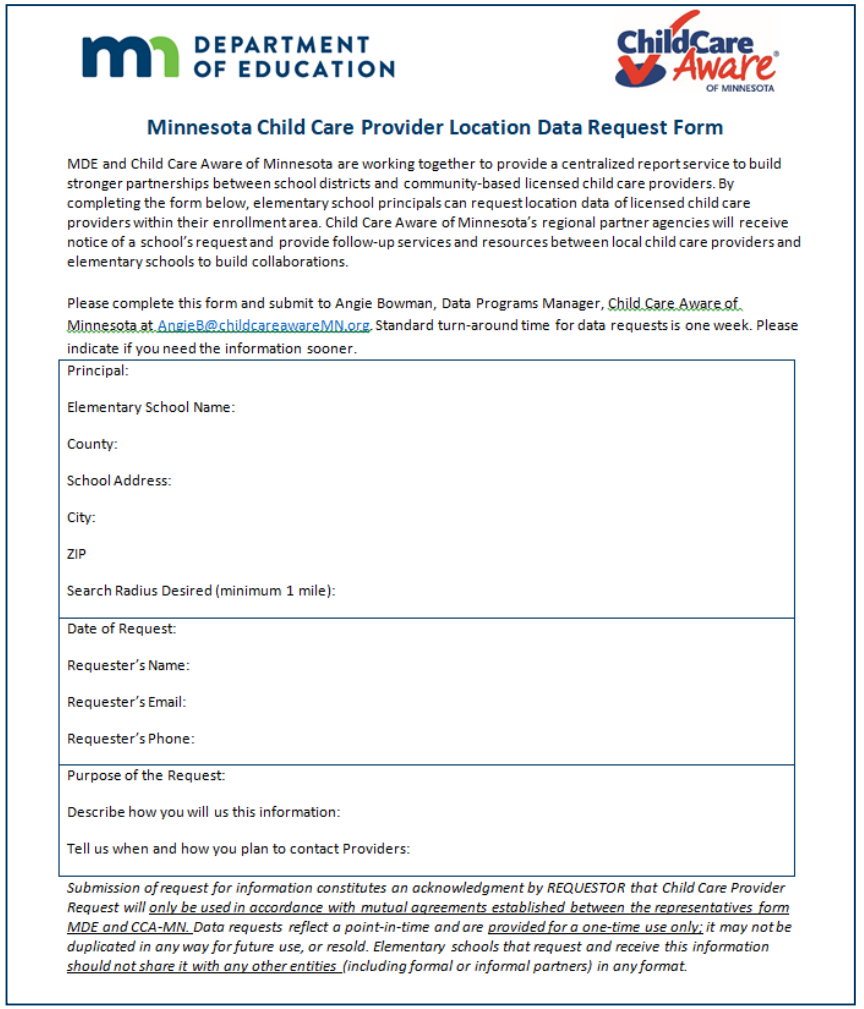
ECFE Community Needs Assessment

Requirements:

- Identify new and underserved populations,
- Identify child and family risk factors, particularly those that impact children's learning and development, and
- Assess family and parenting education needs in the community

Minnesota Statutes, section 124D.13, subd 2

Child Care Provider Locations



DEPARTMENT OF EDUCATION

ChildCare Aware® OF MINNESOTA

Minnesota Child Care Provider Location Data Request Form

MDE and Child Care Aware of Minnesota are working together to provide a centralized report service to build stronger partnerships between school districts and community-based licensed child care providers. By completing the form below, elementary school principals can request location data of licensed child care providers within their enrollment area. Child Care Aware of Minnesota's regional partner agencies will receive notice of a school's request and provide follow-up services and resources between local child care providers and elementary schools to build collaborations.

Please complete this form and submit to Angie Bowman, Data Programs Manager, Child Care Aware of Minnesota at AngieB@childcareawareMN.org. Standard turn-around time for data requests is one week. Please indicate if you need the information sooner.

Principal: Elementary School Name: County: School Address: City: ZIP Search Radius Desired (minimum 1 mile):
Date of Request: Requester's Name: Requester's Email: Requester's Phone:
Purpose of the Request: Describe how you will us this information: Tell us when and how you plan to contact Providers:

Submission of request for information constitutes an acknowledgment by REQUESTOR that Child Care Provider Request will only be used in accordance with mutual agreements established between the representatives form MDE and CCA-MN. Data requests reflect a point-in-time and are provided for a one-time use only; it may not be duplicated in any way for future use, or resold. Elementary schools that request and receive this information should not share it with any other entities (including formal or informal partners) in any format.

Thank you!

Session 5 is April 10 at TIES