Module 1C: Outline & Manual

Using Assessment to Support Development and Learning

Contents

Module Description

This 2-hour interactive hands-on training module will support teachers to use formative assessment to support curriculum planning. Participants will engage in hands-on experiences and reflective discussions to identify how they are currently using child and group assessments in their work. Participants will analyze a recent Class Profile Report from *GOLD®* to complete a self-reflection exercise and identify potential areas for growth and focus for group and individual planning. They will use assessment data to critique their learning environment, instructional materials, and strategies for creating small groups to individualize each child's learning opportunities.

Pre-Work

- Review "Alignment of *GOLD®* Objectives for Development & Learning, Birth Through Third Grade With Louisiana's Birth to Five Early Learning and Development Standards" (2013)
- Ask participants to bring copies of their individual *Class Profile Report from GOLD®*
- Cut *Writing Effective Observation Notes* handout to create two handouts

Materials

- Chart paper and markers
- Copy paper
- Pencils or pens for participants
- Handouts
    - *Objectives for Development & Learning, Birth Through Third Grade*
    - *Writing Effective Observation Notes*
    - *Useful Teacher Reports in MyTeachingStrategies®*
    - *Sample Class Profile Report from GOLD®*
    - *Analyzing Assessment Data*
    - *Pre- and Post-Assessment Evaluations*

Learning Outcomes

Candidates who actively participate in this session will be able to…

- Review the purposes and benefits of formative assessment to learn about each child's knowledge, behavior, skills, and learning styles
- Explain how the relationships between *The Objectives for Development & Learning*, Louisiana's Early Learning & Development standards, and child outcome data support effective planning, meaningful interactions, and intentional teaching
- Identify the characteristics of useful, significant, and informative documentation of children's development and learning
- Use assessment data to plan meaningful learning experiences for individual children, small groups, and the large group

Training Agenda

Total Content Time: 2.0 hours
Total Session Time: 2.75 hours

| Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start (*not included in total course time*)
Welcome, Session & Group Introductions	5 minutes
Hands-On Activity: What Do You See?	15 minutes
Maximizing Assessment	15 minutes
Reflection: What DO Observation Notes Tell Us?	10 minutes
Small Group Discussion: Writing Effective Observation Notes	15 minutes
The Assessment Process	10 minutes
Hands-On Activity: Analyzing Classroom Data	20 minutes
Planning for Growth	20 minutes
Session Closing & Post-Assessment	15 minutes (*not included in total course time*)

Training Manual
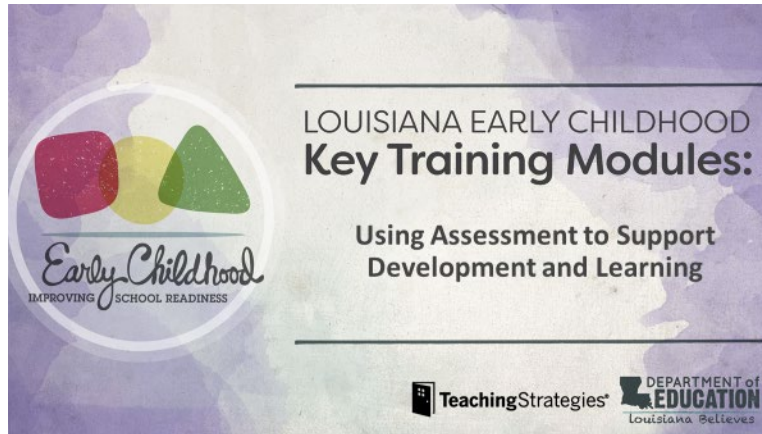
Distribute the Pre-Assessment Evaluation and Objectives for Development & Learning, Birth Through Third Grade handout.
- Ask them to complete the Pre-Assessment Evaluation and return to you
- Briefly review the forms to identify the group's needs
- Emphasize the learning objective(s) identified by the group as needing support
- Modify the session to spend more time on knowledge, skills, and abilities needed by the group
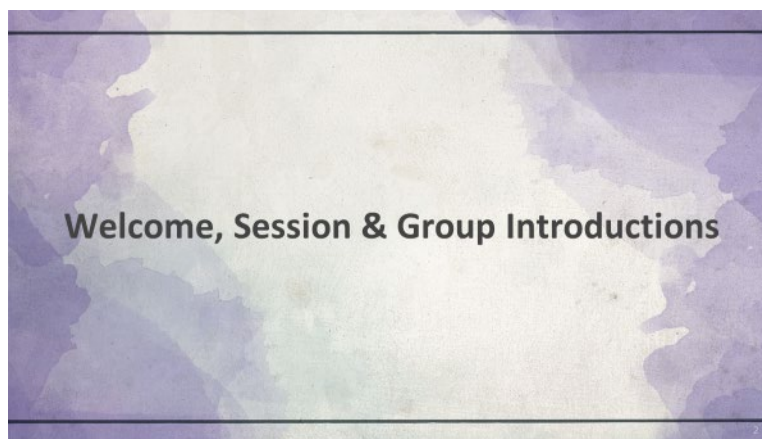
Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

In this session we will talking about how to "blur the line" between curriculum and assessment. Assessment happens every day and throughout all of our time with the children. When we plan and offer learning experiences, we are using what we know about children's learning and development to support their growth. We are constantly evaluating children's knowledge, skills, and abilities and using that knowledge to adjust how we engage them and interact with them.

Learning Objectives

LEARNING OBJECTIVES

- Review the purposes and benefits of formative assessment to learn about each child's knowledge, behavior, skills, and learning styles
- Explain how the relationship between the objectives for development and learning, Louisiana's Early Learning & Development standards, and child outcomes data support effective planning, meaningful interactions, and intentional teaching
- Identify the characteristics of useful, significant, and informative documentation of children's development and learning
- Use assessment data to plan meaningful learning experiences for individual children, small groups, and the large group

Louisiana Believes

Read each learning objective aloud.

- **Review the purposes and benefits of formative assessment to learn about each child's knowledge, skills, abilities, and learning styles.**
- **Explain how the relationship between the *GOLD*® objectives for development and learning, Louisiana's Early Learning & Development standards, and child outcomes data support effective planning, meaningful interactions, and intentional teaching.**
- **Identify the characteristics of useful, significant, and informative documentation of children's development and learning.**
- **Use assessment data to plan meaningful learning experiences for individual children, small groups, and the large group.**

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.

What Do You See?

1. Write your name on a sheet of paper
2. Make a paper plane
3. When I give the signal, fly your plane!
4. How far did your plane fly?

Distribute white copy paper to each small group.

Read the bullets on the screen:
- **Write your name on a sheet of paper**
- **Make a paper airplane**
- **When I give the signal, fly your airplane!**
- **How far did your airplane fly?**

Use the following instructions for this activity.

- Write your name on a sheet of paper and use that paper to make an airplane.
- *If necessary, emphasize that any type of paper plane is acceptable.*
- *Encourage participants to share their ideas or strategies for making airplanes with their tablemates.*
- *As participants work, check in with the "secret observers" you assigned to each small group. Quietly encourage them to document interesting quotes or examples in the areas of social–emotional, language, literacy, and cognitive development and learning.*
- Now let's fly the airplanes around the room to see how far they fly!
- *Once all participants have finished making their airplanes, gather the group and lead a countdown to launch them* (e.g., "3, 2, 1, fly!").
- *After a few moments of flying the airplanes and assessing the distance traveled, ask participants to return to their seats and refer to the* Objectives for Development & Learning, Birth Through Third Grade *handout.*
- Looking at this list of *GOLD®* objectives and dimensions, can anyone identify any objectives they used during this activity?
- *Record objective numbers identified by participants on chart paper (potential answers may include Objective 6, "Demonstrates gross-motor manipulative skills"; 7a, "Uses fingers and hands"; 11c, "Solves problems"; and 22a, "Measures objects").*

Allow 15 minutes for activity participation.
Before our meeting began today, I asked people in each group to observe your work in this activity more intentionally. Will the secret observers please raise their hands?

Thank you for your help today! Would our secret observers please share any additional objectives they observed?

Record responses on the same chart paper in a different column or using a different color marker.
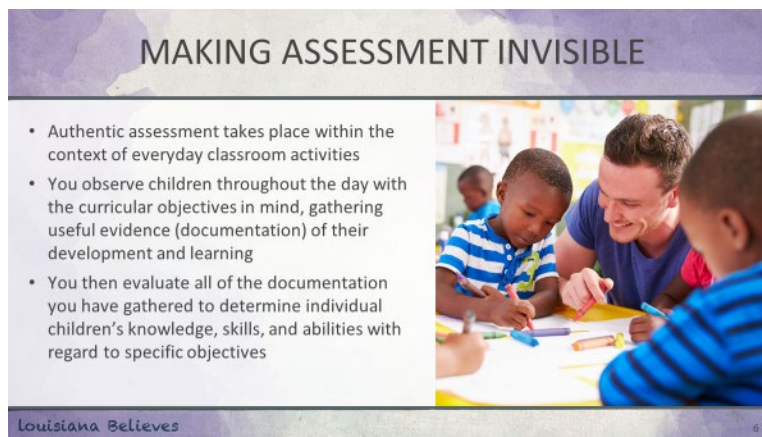
Point out the difference between the lists of identified objectives. Responses may include the following:
- *When engaged in the activity, the skills that come to mind may include those directly related to making and throwing the airplanes (gross-motor skills, fine-motor skills, solving problems, measuring/comparing distances).*
- *Secret observers were asked to notice social–emotional, language, literacy, and cognitive skills.*

Why do you think the lists of objectives are different?

If, at the beginning of the activity, I had asked you to really notice how many different areas of development you use in the activity, how might your observations have been different?

As participants respond, emphasize the key idea: When you are observing intentionally, you are more likely to capture rich observation information.

For those of you using *GOLD*®, it's important to keep in mind that *GOLD*® is an authentic assessment tool.

Click to show the first bullet point.

Authentic assessment takes place within the context of everyday classroom experiences.
- This means that teachers can assess for *GOLD*® objectives and dimensions throughout the day, such as while children are arriving into the classroom, as they participate in group activities, as they join in outdoor play experiences, and as they wait in line to wash their hands
- Every activity in the classroom—both planned and spontaneous—can be used to evaluate a child's ongoing learning and development

Click to show the second bullet point.

You observe children throughout the day with the curricular objectives in mind, gathering useful evidence (documentation) of their development and learning.
- Rather than being used as a traditional end-of-year testing instrument, *GOLD® (or summative assessments in general)* allows teachers to observe children in the context of everyday activities and evaluate those observations to determine what children know and can do
- Assessment activities are *invisible* in a classroom implementing authentic assessments such as *GOLD*®

- As you interact with children and observe them throughout the day, you are collecting "data"
- You write notes, you take photos and videos, you take children's dictation as they describe their art work, and you save examples of their writing to show their progress
- When you observe intentionally and with the objectives in mind, you are collecting robust data on each child's development and learning

Click to show the third bullet point.

You then evaluate all of the documentation you have gathered to determine individual children's knowledge, skills, and abilities with regard to specific objectives.
- When it's time to complete the checkpoint, you consider all the information you have collected to assign a level for each child's development and learning

Pair/Share:
- Turn to someone at your table and share how you currently plan for documenting your observations of children in class
- *After a couple of minutes of discussion, ask for volunteers to share what they learned from their table-mate*
- Having a plan to observe rich learning experiences helps you gather assessment information as children are engaged and relaxed
- We don't ask children to "perform" for assessments; we want to see them demonstrate their knowledge, skills, and abilities in the most natural setting: at play
- Keep in mind that teachers must also remain alert to notice and document spontaneous learning experiences (i.e., when a group of children start a competition to see who can balance on one foot the longest)
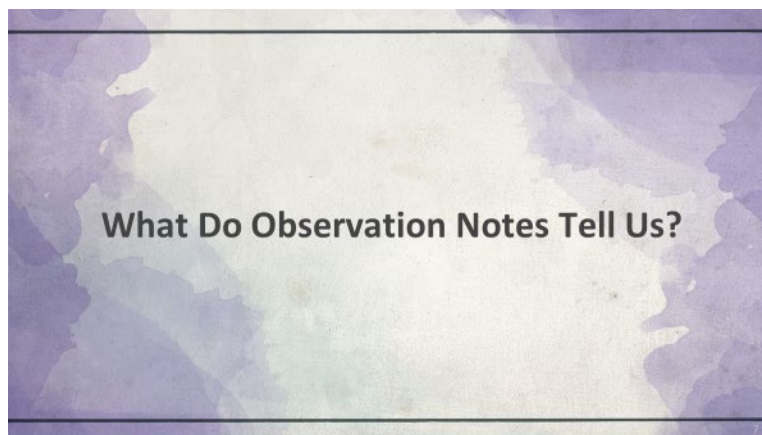
What are you able to learn about children's interests, needs, knowledge, skills, and abilities through careful observation?

Encourage volunteers to describe examples of surprising discoveries they made about children through thoughtful observation.

We are now going to take a look at some scenarios of preschool-aged children and use the *Objectives for Development & Learning, Birth Through Third Grade* handout to identify the primary objective being demonstrated.

SCENARIO 1: Lauryn (Preschool 3 Classroom)

Lauryn is playing "Busy Bees" with teacher Jay. Jay says, "Busy bees, busy bees! Buzz around and touch something wider than your hand!" Lauryn holds up her hand and says, "Wider than my hand."

She then runs in circles for a moment, saying "Bzzzz!" and picks up a baby doll. She holds up the doll, says, "Look! It's bigger than my hand!" and jumps up and down.

Objective 22a, "Measures objects"

Louisiana Believes

Read the scenario on the slide.

Lauryn (Preschool 3 classroom)

Scenario:
Lauryn is playing "Busy Bees" with teacher Jay. Jay says, "Busy bees, busy bees! Buzz around and touch something wider than your hand!" Lauryn holds up her hand and says, "Wider than my hand."'

She then runs in circles for a moment, saying, "Bzzzz!" and picks up a baby doll. She holds up the doll, says, "Look! It's bigger than my hand!" and jumps up and down.

- Turn to a partner and together, identify the primary skill that Lauryn is demonstrating
- *After a minute or two, ask participants to call out the objective/dimension*
- *Click to show the objective number*: **22a, "Measures objects"**

> *Trainer Note: If necessary, explain:*
> *According to the documentation note, Lauryn demonstrates an understanding that she is supposed to look for an object that is "wider than her hand." When she refers to the baby doll as being "bigger" than her hand, she indicates she has found an object that is wider or bigger than her hand. This is covered in Objective 22a, "Measures objects."*

What other objectives/dimensions could relate to this piece of documentation?
- Let's use the handout with the list of objectives to find additional objectives and dimensions
- *Potential responses include: 1a, 1b, 2a, 4, 8a, 8b, 9b, 11a, 13*

SCENARIO 2: Hassan (Pre-K 4 Classroom)

We are playing "What's Missing?" during small-group time. After Hassan identifies the sock, the clock, and the rock as being missing from the tray, he begins to talk about his recent trip to the laundromat.

He says, "We went to a new laundry. They have big big big machines and you can see the clothes inside turn. I could see my red shirt in the window. It gets hot there when they are drying, but I like it. My dad says we can go again."

Objective 12a, "Recognizes and recalls"

louisiana Believes   9

Read the scenario on the slide.

Hassan (Pre-K 4 classroom)

Scenario:
We are playing "What's Missing?" during small-group time. After Hassan identifies the sock, the clock, and the rock as being missing from the tray, he begins to talk about his recent trip to the laundromat.

He says, "We went to a new laundry. They have big big big machines and you can see the clothes inside turn. I could see my red shirt in the window. It gets hot there when they are drying, but I like it. My dad says we can go again."

- *Follow the same sequence as you did with Lauryn*
- Turn to a partner and together, identify the primary skill that Hassan is demonstrating
- *After a minute or two, ask participants to call out the objective/dimension Hassan is demonstrating*
- *Click to show the objective* number: **12a, "Recognizes and recalls"**

Trainer Note: If necessary, explain:
According to the documentation note, Hassan demonstrates an ability to explain his experiences in order, provide details, evaluate the experience, and recall 3 items removed from view. This is consistent with Objective 12a, "Recognizes and recalls."

What other objectives/dimensions could relate to this piece of documentation?
- Let's take another look at the list of objectives and dimensions
- *Potential responses include: 1a, 1b, 2a, 4, 8a, 8b, 9b, 11a, 13, 15b (note that Hassan did not demonstrate rhyming skills in this note, but that the teacher might have asked him to repeat the missing items to notice the rhyming sounds)*

SCENARIO 3: Max (Preschool 3 Classroom)

Max is unloading a box of new props in the Dramatic Play area. Teacher Jenny points to a plastic tomato and asks Max if he knows its name. Max answers, "Tomato."

Jenny asks him to name more objects as he unpacks the box. He correctly names the *plate*, *taco*, *cup*, *spoon*, and *phone*. She then offers him a set of measuring spoons and asks what they are. He looks at them and says, "A whole bunch of little spoons!" Jenny asks what the spoons are used for, and Max says, "To mix!" as he pretends to mix in a bowl.

Objective 9a, "Uses an expanding expressive vocabulary"

louisiana Believes   10

Read the scenario on the slide.

Max (Preschool 3 Classroom)

Scenario:
Max is unloading a box of new props in the Dramatic Play area. Teacher Jenny points to a plastic tomato and asks Max if he knows its name. Max answers, "Tomato."

Jenny asks him to name more objects as he unpacks the box. He correctly names the *plate*, *taco*, *cup*, *spoon*, and *phone*. She then offers him a set of measuring spoons and asks what they are. He looks at them and says, "A whole bunch of little spoons!" Jenny asks what the spoons are used for, and Max says, "To mix!" as he pretends to mix in a bowl.

- *Follow the same sequence as you did with Hassan and Lauryn*
- Turn to a partner and together, identify the primary skill that Max is demonstrating
- *After a minute or two, ask participants to call out the objective/dimension Max is demonstrating*
- *Click to show the objective number*: **9a, "Uses an expanding expressive vocabulary"**


Trainer Note: If necessary, explain:
According to the documentation note, Max is able to "name familiar objects," but he does not appear to have enough experience with measuring spoons to be able to "describe and tell the use of many familiar items." This is consistent with Objective 9a, "Uses an expanding expressive vocabulary."

Point out the following.

This documentation note is a good example of when more information might be needed.

Because Max is unfamiliar with the term "measuring spoons," his skills might be evaluated at a lower level than if he and his teacher were talking about a more familiar topic, such as the insects included in a book about bugs.

It is critical to read assessment indicators carefully, such as those found in *The Creative Curriculum® for Preschool Volume 6, Objectives for Development & Learning, Birth Through Third Grade,* to rate a child's knowledge, skills, and abilities accurately, and to gather enough evidence of his or her true abilities.
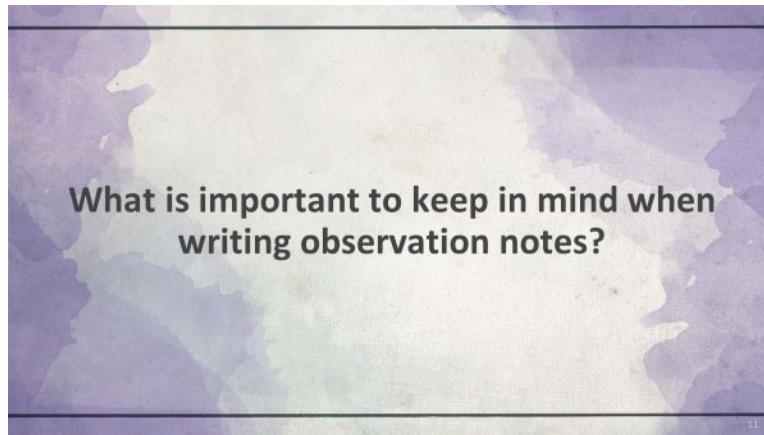
Read the question on screen:
What is important to keep in mind when writing observation notes?

In your small groups, talk about this question.

After a few moments, ask for volunteers to share their ideas.
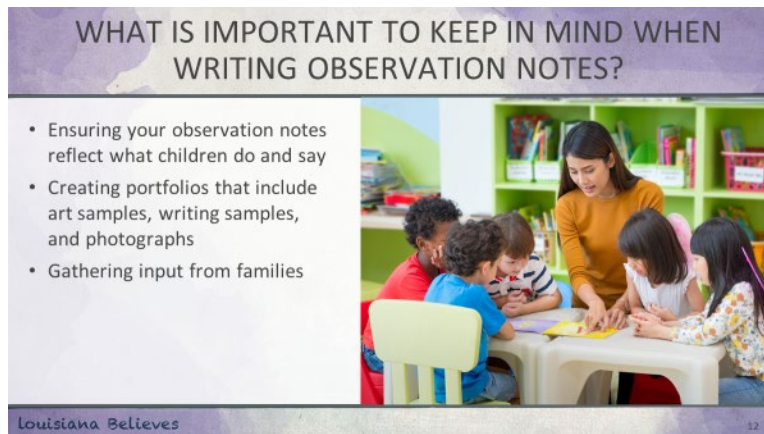
- **Ensuring your observation notes accurately reflect what children do and say**
- **Creating portfolios that include art samples, writing samples, and photographs**
- **Gathering input from families**

How often should you collect facts about the children in your classroom?

Invite volunteers to share their ideas.

- **Collecting facts should be a regular, integral part of every day**
- **Build time into each day to observe and document children's development and learning**

Point out that using videos and photos helps to quickly capture objective observations. For example, recording a child talking about her trip to the orthodontist with her older sister is much easier than trying to recall and transcribe her words. Such a recording would only need a description such as, "R.K. talking about the orthodontist" to accompany the video.

- **Detailed documentation is critical for using *GOLD*® effectively**
- **Objectively collect facts to make informed, accurate assessment decisions about children's development and learning**

Trainer Note: If participants are new to formative assessments like GOLD®, explain:
Observation-based assessment systems are sometimes critiqued for being "subjective."
To ensure objectivity and minimize subjectivity, there are guidelines that should be followed when observing and recording children's knowledge, skills, and abilities.

- **Facts must be collected over time, not all at once**

- o *Explain that at Teaching Strategies there is no rule for how many observations you need for each objective/dimension, though specific programs may have their own expectations for the number of notes "required" for each objectives/dimension*
- o *Explain that some programs may establish goals such as, "five documentation notes for two to three children each day"*
- **For some dimensions, you may have enough documentation after just one observation**
  - o *Point out that some children's knowledge, skills, and abilities can be effectively observed quickly on objectives in the Physical area (i.e., 4. Demonstrates traveling skills), Literacy area (i.e., 15a. Notices and discriminates rhyme), or Mathematics (i.e., 20b. Quantifies)*
  - o *Clarify that even for the most "cut-and-dry" objectives, some children may need several experiences to demonstrate their current level of development and learning*
- **For other dimensions, you may need two, three, or more pieces of documentation in order to be confident about making an assessment decision**
 - o *Point out that some children's knowledge, skills, and abilities may need to be observed over time in different settings to capture their current levels of development and learning*
  - o *Clarify that some areas of development and learning may require more time for children to practice the new skills and abilities, such as, Social-Emotional (1. Regulates own emotions and behaviors), Language (9. Uses Language to express thoughts and needs), and Cognitive (11. Demonstrates positive approaches to learning)*

Writing Effective Observation Notes
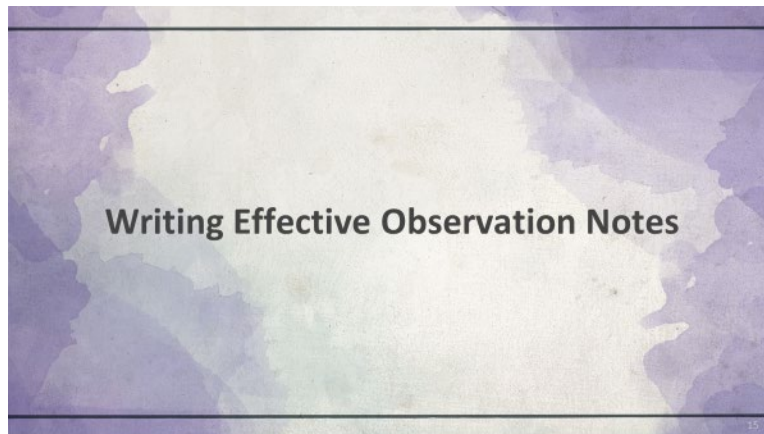
What makes an observation note useful evidence of children's development and learning?

Record participants' responses on chart paper.

OBJECTIVE/SUBJECTIVE NOTES

INCLUDE OBJECTIVE WORDS	AVOID SUBJECTIVE WORDS
• Descriptions of gestures and other actions • Quotations • Descriptions of facial expressions • Descriptions of creations	• Labels (shy, creative) • Intentions (wants to) • Evaluations (good job) • Judgments (beautiful, sloppy) • Negatives (can't, won't)

Louisiana Believes   16

Briefly clarify the difference between "objective" and "subjective."
- Objective words are factual and describe what is seen and heard
- Subjective words are dependent on one's opinions, feelings, and perceptions of what the child is doing

Distribute Writing Effective Observation Notes handout. Explain that it shows the same information on the screen.

Click to show the description of objective words to include. Read aloud.

Include Objective Words
- **Descriptions of gestures and other actions**
- **Quotations**
- **Descriptions of facial expressions**
- **Descriptions of creations**

Objective notes describe exactly what the child is doing and saying. Think of yourself as a scientist describing only the facts.

Click to show the description of subjective words to avoid. Read aloud.

Avoid Subjective Words
- **Labels (shy, creative)**
- **Intentions (wants to)**
- **Evaluations (good job)**
- **Judgements (beautiful, sloppy)**
- **Negatives (can't, won't)**

Subjective notes reflect the observer's opinion about the child. These terms should be avoided.

Trainer Note: Depending on the needs of the group and the amount of time available, you might choose to review the sample observation notes found on slides 6-8 to evaluate. Point out that these notes are objective. Ask participants whether these notes give enough objective information to make a preliminary assessment level. The notes should give enough information about the child's ability in the identified objective, though there may not be enough information to determine a developmental level for other related objectives.

Slide 6: Lauryn (Preschool 3) demonstrates the ability to compare sizes, recognizing which objects are wider (Objective 22a. Measures objects). Though we see Lauryn jump up and down upon finding something wider than her hand (Objective 1a. Manages feelings) there is not enough information in this note to determine her developmental level on this objective.

Slide 7: Hassan (Pre-K 4) recalls that there are missing items from the "What's Missing?" tray (12a. Recognizes and recalls) and he also tells the teacher about another time and place (9d. Tells about another time or place). Though Hassan tells his teacher this story (10a. Engages in conversations), there is not enough information in this note about back-and-forth interactions to determine his developmental level on objective.

Slide 8: Max (Preschool 3) is able to name several common items in the Dramatic Play area but is unfamiliar with "measuring spoons" (9a. Uses an expanding expressive vocabulary). In this note there is not enough information to establish a developmental level on additional objectives.

Let's practice reading sample observation notes and decide whether it is objective or subjective.

Read the note aloud:

Gwen is sitting at the table during mealtime. She uses her hand to pick up pieces of green beans. I put rice on her plate, and she pushes a spoon to scoop up a small amount of rice. When some of the rice falls off before the spoon gets to her mouth, she frowns and uses her fingers to push the rice further onto the spoon.

Ask participants to discuss in their small group and share their thoughts.

After a few volunteers have shared their answers, click to reveal the word, "Objective."

This note uses objective, factual statements that describe what the teacher saw.

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EXAMINING OBSERVATION NOTES: Daniel
OBJECTIVE 9A. Uses an expanding, expressive vocabulary

Subjective

November 20

Daniel is very nice when he helps Teacher Mikael attach the sprinkler to the water hose outside. He wants to be a big boy, so he takes it from Mikael and bangs it on the hose all by himself. Teacher Mikael asks him to hold the water hose so he can connect the sprinkler. Daniel answers, "Water."

Louisiana Believes   18

Let's try another one.

Read the note aloud:

Daniel is very nice when he helps Teacher Mikael attach the sprinkler to the water hose outside. He wants to be a big boy, so he takes it from Mikael and bangs it on the hose all by himself. Teacher Mikael asks him to hold the water hose so he can connect the sprinkler. Daniel answers, "Water."
Ask participants to discuss in their small group and share their thoughts.

After a few volunteers have shared their answers, click to reveal the word, "Subjective."

Though this note includes objective descriptions of some of the Daniel's actions ("takes [the sprinkler] from [Teacher] Mikael and bangs it on the hose") and a quote of his language ("Daniel answers, 'Water.'"), the note is subjective because it uses labels ("very nice"), intentions ("He wants to be a big boy"), and judgment ("…all by himself").

EXAMINING OBSERVATION NOTES: Spencer
OBJECTIVE 11B. Persists

Objective

November 20

Spencer and Erin are playing with the stacking toys. Spencer examines the cubes and stacks them lightly (not connecting completely) until they fall down. He restacks the toys, pushing them to connect. He stacks several cubes until they fall. He disconnects the tower, removing one block at a time and then begins stacking again.

Louisiana Believes   19
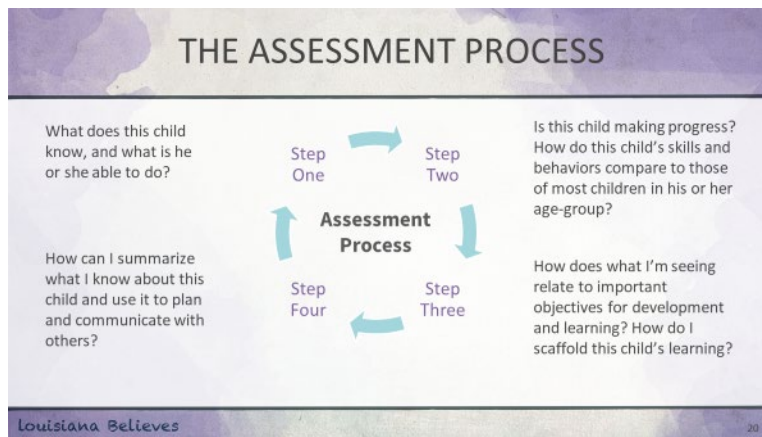
Let's try one last one.

Read the note aloud:

Spencer and Erin are playing with the stacking toys. Spencer examines the cubes and stacks them lightly (not connecting completely) until they fall down. He restacks the toys, pushing them to connect. He stacks several cubes until they fall. He disconnects the tower, removing one block at a time and then begins stacking again.

Ask participants to discuss in their small group and share their thoughts.

After a few volunteers have shared their answers, click to reveal the word, "Objective."

This note is objective because it describes how Spencer is playing with another child, how he examines, connects, and stacks the toys, repeatedly.

THE ASSESSMENT PROCESS

What does this child know, and what is he or she able to do?	Step One → Step Two		Is this child making progress? How do this child's skills and behaviors compare to those of most children in his or her age-group?
	↑ Assessment Process ↓		
How can I summarize what I know about this child and use it to plan and communicate with others?	Step Four ← Step Three		How does what I'm seeing relate to important objectives for development and learning? How do I scaffold this child's learning?

Louisiana Believes   20

Next, we will take a look at the assessment process. The assessment process happens both in the moment and on a long-term, ongoing basis. Each part of the process requires teachers to undertake a different task.

- We first **observe** to collect facts through observation and documentation
- **Analyze and respond** by considering children's skills in relation to specific objectives and then scaffolding their learning
- **Evaluate** by comparing children's skills and abilities to research-based indicators of development and learning
- **Summarize, plan, and communicate**, making use of the collected information to plan experiences and share children's progress with others who are invested in their learning

I'd like you to think of the steps of the assessment process as a way to find answers to certain questions.

Click to reveal the question beneath each step.

Trainer Note: Depending on the needs of the group, you might choose to read the "Optional" information to expand on each part of the assessment process.

Observe: What does this child know, and what is he or she able to do?
- *Optional:*
  - o *Teachers observe young children every day, watching what they do, listening to what they say, and deciding how to respond to and interact with them. This process happens so quickly, you may not even be aware of its importance*
  - o *When teachers join children at play, ask open-ended questions, use self- or parallel-talk to engage in conversations with curriculum objectives in mind, they are able to use their observations to gather information about each child's knowledge, skills, and abilities*
  - o *Ongoing, purposeful observation is the basis for effective teaching, meaning that teachers will already be observing children through the lens of the objectives for development and learning*
  - o *When teachers observe to find out what a child knows and can do, they have a foundation for building a positive relationship with the child and for planning experiences that are appropriately challenging*
  - o *Because observation is your method for discovering what each child knows and can do, you need a system to easily record what you see and hear*
  - o *It is best to capture observations during or immediately after the moment occurs, so you will want to have some convenient ways to jot down your thoughts. You can add more detail to your notes later*

Analyze and Respond: How does what I'm seeing relate to important objectives for development and learning? How do I scaffold this child's learning?
- *Optional:*
  - o *Respond to what you have observed by either extending the learning experience or "scaffolding" the experience to meet the child where he is. This process should be happening in the moment as a reflective process*
  - o *After the experience, review your notes and ask yourself, "What does this mean?" Reflect on any additional objectives that may apply. You can record the objective directly on the note or on the back of the work sample*

Evaluate: Is this child making progress? How do this child's skills and abilities compare to those of most children in his or her age-group?
- *Optional:*
  - o *Evaluate each child's progress while entering documentation and finalizing your checkpoint ratings*

Summarize, Plan, and Communicate: How can I summarize what I know about this child and use it to plan and communicate with others?
- *Optional:*
  - o *Once you have evaluated children's knowledge, skills, and abilities based on the objectives for development and learning, you can summarize what you know about each child, develop plans for individual children and for the group, and communicate your findings to families and others to whom you report*
  - o *With assessment information, you can plan routines, transitions, and activities, and change the environment appropriately*

CLASS PROFILE REPORT IN *MyTeachingStrategies*®
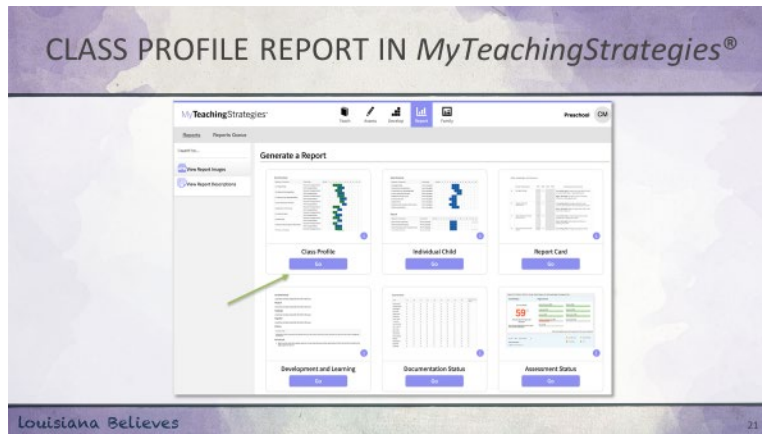
Distribute Handout #3: Useful Teacher Reports in MyTeachingStrategies®.

In *MyTeachingStrategies*® there is a Report area that houses a collection of reports for teachers and administrators. The most useful report for teachers to use for planning is the Class Profile Report. You'll see it listed as the first report on the list.

CLASS PROFILE REPORT IN *MyTeachingStrategies*®

- **Class Profile Report**: Provides an overview of all children in a class during a particular checkpoint period
- **Individual Child Report**: Shows the developmental and learning levels of a child/children at a given point during one checkpoint period, or multiple checkpoint periods
- **Report Card**: Shares up-to-date information with families about their child's skills, knowledge, and abilities

Other useful reports include:

- **Class Profile Report: Provides an overview of all children in a class during a particular checkpoint period**
- **Individual Child Report: Shows the developmental and learning levels of a child/children at a given point during one checkpoint period, or multiple checkpoint periods**
- **Report Card: Shares up-to-date information with families about their child's skills, knowledge, and abilities**

CLASS PROFILE REPORT IN *MyTeachingStrategies*®

- **Development and Learning Report**: Highlights a child's particular strengths in particular areas of development and learning
- **Documentation Status Report**: Shows how many times an objective or dimension has been associated with a piece of documentation for each child in your class
- **Assessment Status Report**: Shows whether you have entered finalized checkpoint levels by area and by objective/dimension. (This report also makes it easy to determine where you are missing finalized data.)

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The report also makes it easy to determine where you are missing finalized data.

SAMPLE CLASS PROFILE REPORTS

- Areas of development and learning (sections)
- Objectives/dimensions (rows)
- Checkpoint levels (columns)
- Color columns (widely-held expectations)

Distribute Sample Class Profile Report from GOLD® handout to participants.
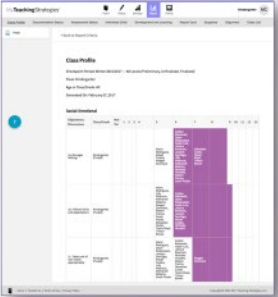
Explain how to read the data.
- The first section explains the options that were selected to run the report:
    - Season and year
    - Checkpoint data types (finalized, unfinalized, preliminary, etc.)
    - Class name in *MyTeachingStrategies*®
    - Class/grade
    - Date that the report was generated
- Next, we see the that the data is divided into areas of development and learning

- All the objectives and dimensions appear, divided by area (i.e., social–emotional)
- Each row shows the checkpoint levels for all the children in the class for that objective/dimension
- The names are listed in the numerical columns
    - I.e., if a child's name is listed in the column marked "4" this means that the child's skills were evaluated at level 4
    - The colors in the columns indicate the widely held expectation levels for that class/grade
        - I.e., the green colored band, indicating the preschool 3 age-group, spans levels 3 through 6 for Objective 1a to represent widely held expectations for that age and that objective
- The names that appear in the colored columns are within the widely held expectations
- The names that are to the left of the colored columns are *below* the widely held expectations, and the names that are to the right of the colored columns are *exceeding* the widely held expectations

At this point we're going to use your classroom outcomes data to work on the fourth step in the assessment process: Summarize, Plan, and Communicate.

Please take out your most recent outcomes report, if you have it.
- Those of you using *GOLD*®, please get out your copy of your Class Profile Report
- Those of you using a different type of outcomes report may choose to analyze the information on your report or use the sample report handout in the following exercise

We will use this information to reflect on what the data is telling us and how we can use it to inform planning.

ANALYZING CLASSROOM DATA

- Review your classroom's copy of the Class Profile Report from *GOLD®*
- Identify 1-2 areas of strength
- Identify 1-2 areas of potential growth
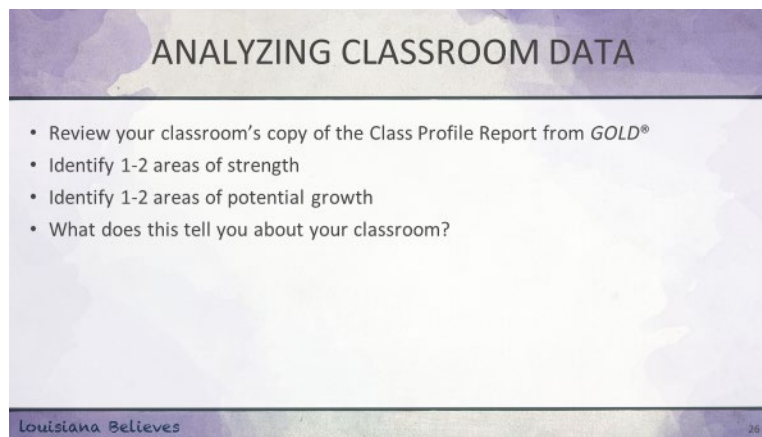- What does this tell you about your classroom?

Read the text on the screen.
- **Review your classroom's copy of the Class Profile Report from *GOLD®***
- **Identify 1-2 areas of strength**
- **Identify 1-2 areas of potential growth**
- **What does this tell you about your classroom?**

Distribute Analyzing Assessment Data handout.

This handout will help you record your ideas about which areas, objectives, and dimensions are strengths in your classroom and which are areas of potential growth.

Let's take a look at Part I of the handout.

First, let's look at the objectives and dimensions on the Class Profile Report. Take a few minutes to look through the report and notice which objectives/dimensions show the greatest number of children in your class with skills meeting or exceeding widely held expectations. These are your group's *strengths*.
- Select one or two objectives that are *strengths* for your class and write them on number 1 on the handout.

Allow time for participants to work. Circulate around the groups and offer support as needed.

Now let's take a look at number two on the handout. Look through the report again and notice which objectives/dimensions show the greatest number of children with skills below widely held expectations. These are your group's areas for *potential growth*.
- Select one or two objectives to focus your attention on and write them on number two on the handout.

Allow time for participants to work. Circulate around the groups and offer support as needed.

Now let's take a look at the next section of the handout: "**Areas** of Development and Learning." We'll take a step back from the objectives and look at the **areas** of development and learning. Were the strong objectives all in the same **area**? For example, did you notice that most children seem to have strong skills in the physical area?
- Take a few moments to identify the **areas** of strength and the **areas** of potential growth for your group. Write your answers on numbers 1 and 2 on the handout.

Allow time for participants to work. Circulate around the groups and offer support as needed. After a few minutes, draw participants' attention to number 3 on the handout.

This question asks us to think about how we can build on children's strengths to support them in areas of potential growth. For example, if we know that most children are strong in physical development, but need support in mathematics, how can we use physical development to encourage mathematics experiences?

*Invite participants to share their ideas.*

Let's take a minute and brainstorm ideas in your small group and write down how you can meet areas of potential growth.

After a few minutes, draw participants' attention to the last point on the screen.

The last bullet on the screen asks us to think about what this data tells us about your classroom. What did this analysis activity tell you about the children in your class?

Invite participants to share their ideas. Listen for the following (or offer, if needed):
- *The importance of celebrating strengths*
- *How to challenge advanced learners*
- *Using data to decide which objectives to prioritize in your observations and your curriculum planning*
- *How regular reflection can help make curriculum planning decisions*
- *Using data to create targeted learning experiences in both hetero- and homogenous small groups*
- *How to use data as a "starting point" to compare children's growth over time*
- *Using data to identify the specific objectives and dimensions that are most important for program goals such as school readiness, STEAM growth, etc.*
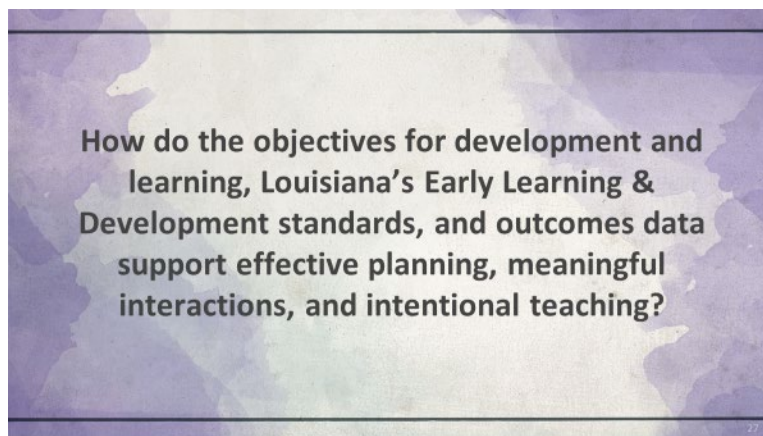
How do the objectives for development and learning, Louisiana's Early Learning & Development standards, and outcomes data support effective planning, meaningful interactions, and intentional teaching?

How do the objectives for development and learning, Louisiana's Early Learning & Development standards, and outcomes data support effective planning, meaningful interactions, and intentional teaching?
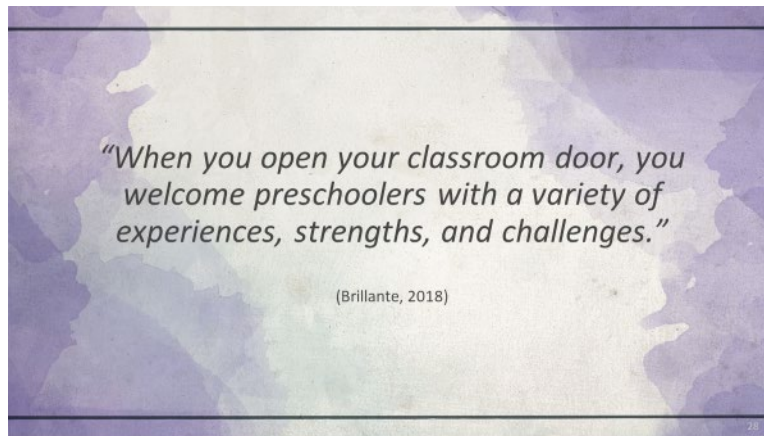
Before we move on from this exercise, let's take a moment to think about how knowledge of curriculum objectives/dimensions, Louisiana state standards, and outcomes reports help us plan effectively and support interactions and intentional teaching.

Ask participants to discuss how they use objectives, standards, and data to inform their work.

After a few moments, invite volunteers to share their ideas.

Listen for the following (or offer as ideas, if needed):
- *Knowing the objectives and standards helps teachers to intentionally plan experiences that will support and scaffold children's development and learning*
- *Reflecting on outcomes data helps teachers*
  - *identify children's strengths and needs,*
  - *plan developmentally appropriate learning experiences to scaffold learning and development, and*
  - *prepare for interactions that address each child's learning during child- and teacher-led experiences.*

"When you open your classroom door, you welcome preschoolers with a variety of experiences, strengths, and challenges."

(Brillante, 2018)

Now that we've examined classroom outcomes data, let's start making a plan to address children's needs and support their strengths.

Read the quote on the screen: **"When you open your classroom door, you welcome preschoolers with a variety of experiences, strengths, and challenges."**

Do you agree with this quote? What do you think?

Invite volunteers to offer their thoughts.

I will show three pictures from preschool classrooms. In your small groups, talk about what kinds of experiences a teacher might be able to observe in each classroom. Consider what changes might make the environment even more engaging.

CHANGES TO THE LEARNING ENVIRONMENT TO MAXIMIZE OBSERVATION OPPORTUNITIES
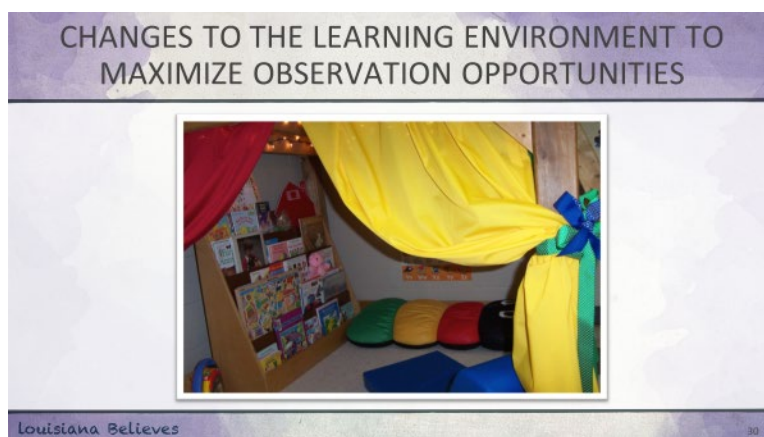
louisiana Believes

I will give you 1 minute to discuss what you see in this picture. What can a teacher observe? What kinds of changes might make this experience even more engaging?

After 1 minute, ask volunteers to share their ideas.

Trainer Note:
Potential GOLD® objectives observed include: 1b. Follows limits and expectations, 2c. Interacts with peers, 3a. Balances needs and rights of self and others, 3b. Solves social problems, 7a. Uses fingers and hands, 8b. Comprehends language, 9a. Uses an expanding expressive vocabulary, 9b. Speaks clearly, 10a. Engages in conversations, 11b. Persists, 11c. Solves problems, 11d. Shows curiosity and motivation, 21a. Understands spatial relationships, 22a. Measures time and money, 24. Uses scientific inquiry skills, 28. Uses tools and other technology to perform tasks

Potential changes include: adding paper and pencils for children to draw their structure, taking the activity outdoors and inviting other children to join in the experience, using standard and non-standard measurement to measure how far balls travel down the ramp, introducing words like "friction," and modeling how to use tally marks to keep score of how many pins fall each time.

CHANGES TO THE LEARNING ENVIRONMENT TO MAXIMIZE OBSERVATION OPPORTUNITIES
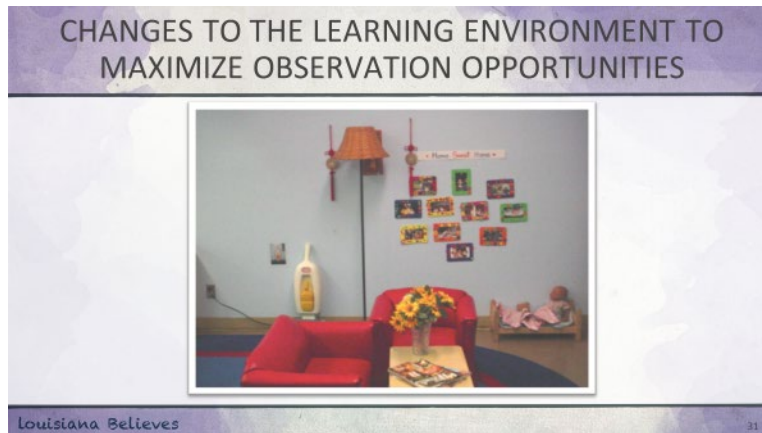
louisiana Believes

Let's take another minute to discuss what you see in this picture. What can a teacher observe? What kinds of changes might make this experience even more engaging?

After 1 minute, ask volunteers to share their ideas.

Trainer Note:
Potential GOLD® objectives observed include: 1a. Manages feelings, 1b. Follows limits and experiences, 2b. Responds to emotional cues, 3a. Balances needs and rights of self and others, 3b. Solves social problems, 7a. Uses fingers and hands, 8a. Comprehends language, 9a. Uses an expanding expressive vocabulary, 9b. Speaks clearly, 10a. Engages in conversations, 11a. Attends and engages, 13. Uses classification skills, 14a. Thinks symbolically, 15a. Notices and discriminates rhyme, 15b. Notices and discriminates alliteration, 15c. Notices and discriminates discrete units of sound, 16b. Identifies letter-sound correspondences, 17a. Uses and appreciates books and other texts, 18a. Interacts during reading experiences, book conversations, and text reflections, 18b. Uses emergent reading skills.

Potential changes include: adding paper and pencils for children to write their "review" their favorite books; adding puppets, props, or a flannel board to encourage children to retell stories; and asking children to sort the books by genre.

CHANGES TO THE LEARNING ENVIRONMENT TO MAXIMIZE OBSERVATION OPPORTUNITIES

Louisiana Believes

Let's take one last minute to discuss what you see in this picture. What can a teacher observe? What kinds of changes might make this experience even more engaging?

After 1 minute, ask volunteers to share their ideas.

Trainer Note:
Potential GOLD® objectives observed include: 1a. Manages feelings, 1b. Follows limits and experiences, 2c. Interacts with peers, 3a. Balances needs and rights of self and others, 3b. Solves social problems, 7a. Uses fingers and hands, 8a. Comprehends language, 9a. Uses an expanding expressive vocabulary, 9b. Speaks clearly, 10a. Engages in conversations, 12a. Recognizes and recalls, 12b. Makes connection, 14a. Thinks symbolically, 14b. Engages in sociodramatic play, 17b. Uses print concepts, 18a. Interacts during reading experiences, book conversations, and text reflections, 29. Demonstrates knowledge about self, 30. Shows basic understanding of people and how they live.

Potential changes include: adding paper and pencils for children to write notes or make drawings of their ideas, adding dress-up clothes to encourage discussions and role-play, and adding additional home-like props.

CREATING SMALL GROUPS TO SUPPORT DEVELOPMENT AND LEARNING

Louisiana Believes

Now we're going to return to our planning handout and think about how we can create small groups to support development and learning. Small groups encourage thoughtful teacher-child interactions, so we should be intentional with our plan to offer individualized experiences for children at every level of development and learning.
Turn to Part II of the planning handout and record the objectives/dimensions you will prioritize in the **first column**. Notice that there is an example on the handout.

In the **next column**, record changes you might make to encourage exploration and experiences to support the objectives and dimensions you identified.

Next, consider how you might create small groups to work on the skills associated with those objectives/dimensions.
- In some cases, having children of similar abilities can help you address a specific skill.
    - *Ex. having a small group of children working on developing their fine-motor skills can help you work more closely with each child, allowing you to offer child-specific support.*
- In other cases, having children of different abilities will help motivate children to work together.
    - *Ex. a child who is advanced in letter-sound correspondences can model this skill with children who are working on this ability.*
- *Often, children who are advanced in a particular skill enjoy sharing tips for other children needing help.*
- Will you group together children with the same skills and needs or will you include children who need additional challenges to lead the experience and model skills for the other children?
    - *Point out that small groups may change each day or week, depending on the children in the group and the objectives being addressed. Some small groups may work together regularly to hone their abilities on a certain skill, where other small groups may change each day depending on the children's needs.*

Record your plan in the **third column**.

Finally, in the **last column** you will record ideas about activities or strategies to address the children's needs in the objectives and dimensions you identified.
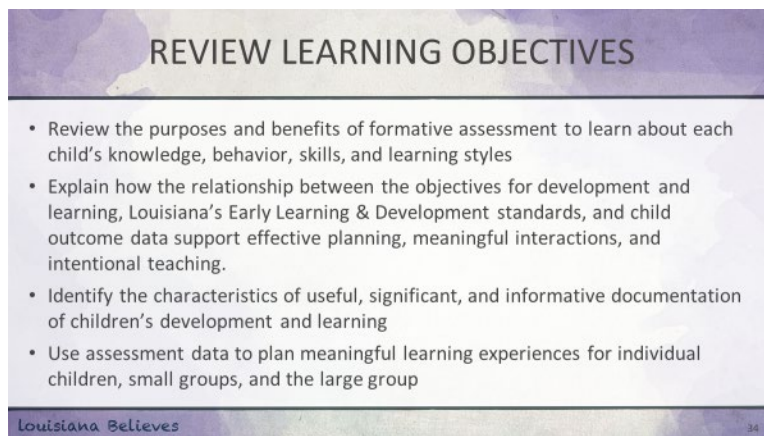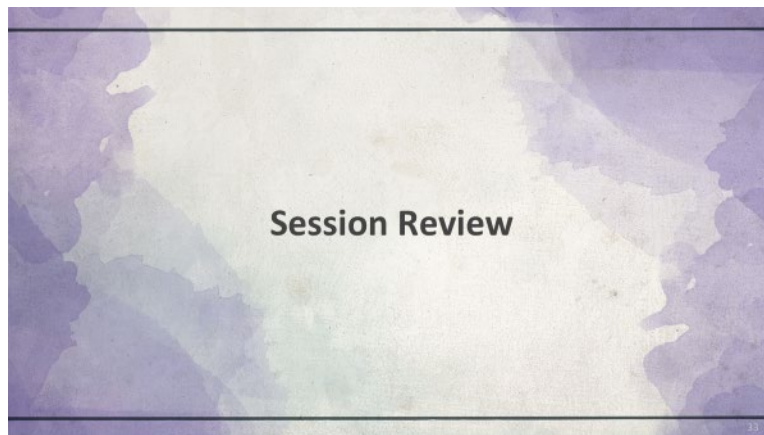
Allow time for participants to begin work on their plan. If time is running short, encourage participants to complete at least one objective.

After a few minutes, ask for volunteers to share their ideas.

How will this plan help you with your curriculum planning?
How often do you think you could do a similar reflection and planning experience?

Suggest that this should be a weekly practice as teachers are preparing Weekly Planning Forms*. Remind participants that it is not necessary to print out lengthy reports; viewing them on-screen saves time and paper.*

Session Review

REVIEW LEARNING OBJECTIVES

- Review the purposes and benefits of formative assessment to learn about each child's knowledge, behavior, skills, and learning styles
- Explain how the relationship between the objectives for development and learning, Louisiana's Early Learning & Development standards, and child outcome data support effective planning, meaningful interactions, and intentional teaching.
- Identify the characteristics of useful, significant, and informative documentation of children's development and learning
- Use assessment data to plan meaningful learning experiences for individual children, small groups, and the large group

Louisiana Believes

Explain that for each statement, they will show a "thumbs up" if they think we covered the objective, a "thumbs down" if we did not cover the objective, and a "sideways thumb" if we partially covered the objective.

Read the learning objectives on the screen.
- **Review the purposes and benefits of formative assessment to learn about each child's knowledge, behavior, skills, and learning styles**
  - ○ Show "thumbs up," "thumbs down," or "sideways thumb" to say how well we covered this objective
- **Explain how the relationship between the objectives for development and learning, Louisiana's Early Learning & Development standards, and child outcomes data support effective planning, meaningful interactions, and intentional teaching**
  - ○ Show "thumbs up," "thumbs down," or "sideways thumb" for this objective
- **Identify the characteristics of useful, significant, and informative documentation of children's development and learning**
  - ○ Show "thumbs up," "thumbs down," or "sideways thumb" for this objective

- **Use assessment data to plan meaningful learning experiences for individual children, small groups and the large group**
  - o Finally, let's see with "thumbs up," "thumbs down," or "sideways thumb" if we covered this objective

Open the floor for participants' comments and questions.

That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further. Thank you.

Post-Assessment Evaluation Guidance
- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*